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Teachers in the junior and senior high schools are provided with teaching outlines, teaching devices, and other materials to develop pupils' skills, aptitudes, and proficiency in physical activities and sports. A graded and sequential development of activities in a unified program, based upon the concept of unit teaching in seasonal activities, is presented. Basketball, baseball and softball, bowling, conditioning and physical fitness, folk and square dance, football and touch football, golf, gymnastics and tumbling, handball, individual and dual sports, recreational games, soccer, social dance, tennis, track and field, and volleyball are discussed. Many of the activities are intended to provide enrichment experiences for the talented and gifted children in these areas. Each area is presented in terms of an introduction, objectives, approach and motivations, instructional material, scope and sequence, class organization, general and specific teaching suggestions, analysis of skills, safety precautions, grade placement of skills, modified and lead-up games, evaluation, and bibliography and references. Drawings, graphs, charts for evaluation and scoring, and floor diagrams are included. Audio-visual aids, model lesson plans, and suggested floor plans are offered in the appendix.

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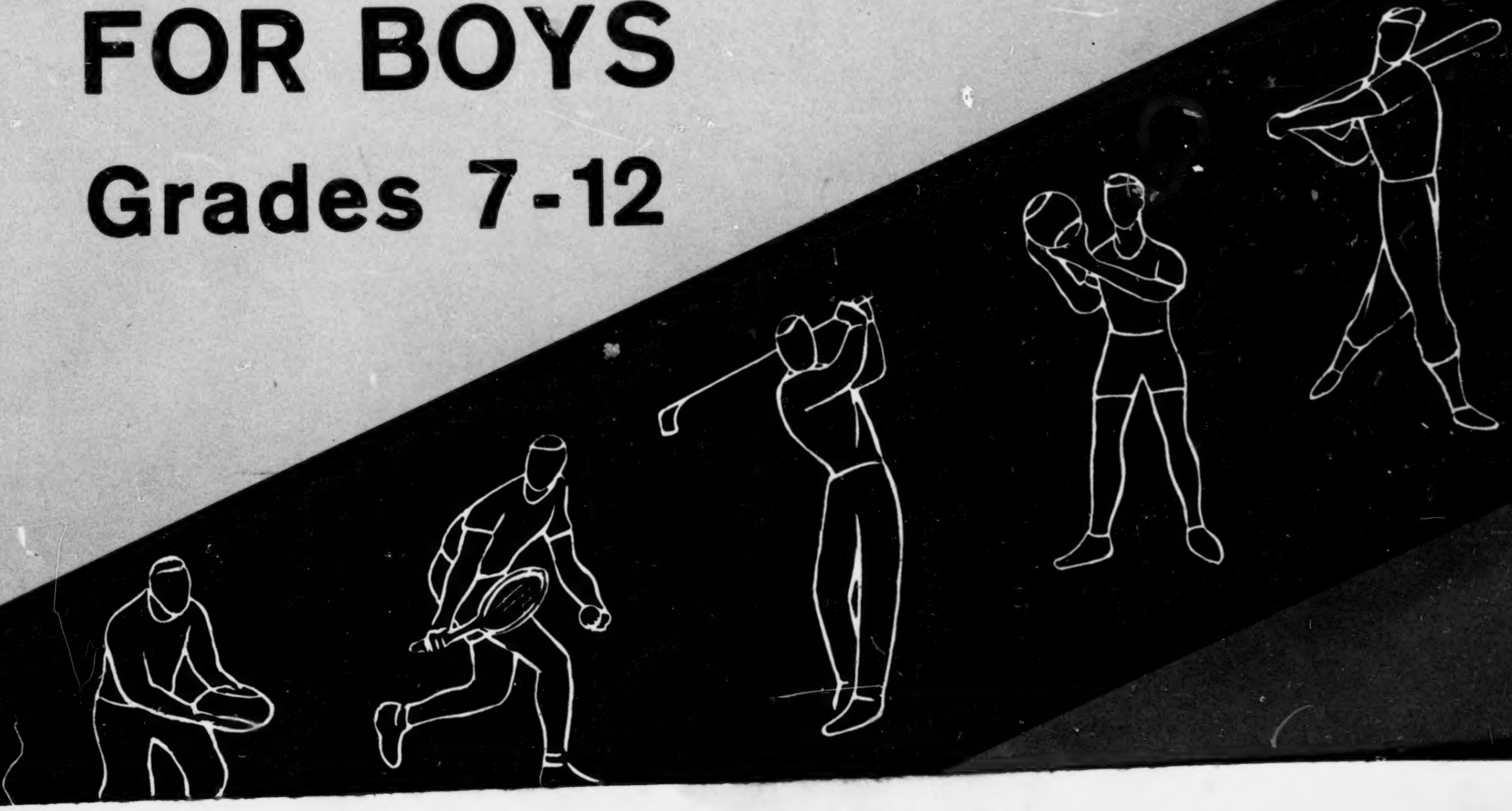
Grades 7-12



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PHYSICAL
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FOR BOYS
Grades 7-12

Board of Education of the City of New York

JAN 1965

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FOREWORD

Good health, physical fitness and development are major goals of the secondary schools.

The curriculum guide and syllabus provides teachers in the junior and senior high schools with teaching outlines, teaching devices, and other materials to develop pupils' skills, aptitudes and proficiency in physical activities and sports. The schools sponsor a wide variety of activities in these fields.

In addition, schools provide a program of intramural and interscholastic competition, as well as such special events as dance festivals, play days, and field days. Such activities provide an enrichment program for the talented and gifted child in these fields. This guide presents a graded and sequential development of activities in a unified program, based upon the concept of unit teaching in seasonal activities.

Publication is the product of staff work on the part of many teachers and supervisors as well as experts in various phases of physical education. It is presented as a tool to aid teachers and supervisors in planning and carrying through programs in the school.

Joseph O. Loretan
Deputy Superintendent

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This course of study and curriculum guide was prepared under the general direction of Joseph O. Loretan, Deputy Superintendent of Schools. William H. Bristow, Assistant Superintendent, Bureau of Curriculum Research, supervised its development. Charles J. Kraft, Acting Director, Bureau for Health Education, served as general supervisor. Isidor H. Goldberg organized the project and served as coordinator.

Gordon Lebowitz, Chairman of Health Education, Fort Hamilton High School, Brooklyn, the principal writer and curriculum specialist, prepared the final document.

In 1955 Isidor H. Goldberg, Assistant Director of Health Education, initiated the Curriculum project under the supervision and guidance of Charles J. Kraft, Acting Director. Dr. Goldberg enlisted the cooperation of teachers and supervisors in physical education throughout the city in a coordinated effort to upgrade teaching in physical education.

A curriculum committee of district health education counselors (coordinators) was organized to draft preliminary materials for grades 7-9. A similar committee of chairmen worked on a draft for grades 10-12. These committees met monthly on a voluntary basis, but made slow but definite progress.

Finally, Dr. Goldberg drafted a research outline for the project which was accepted by the Curriculum Council. Following acceptance, Gordon Lebowitz was selected as curriculum specialist by the Bureau for Health Education. Dr. Goldberg continued to serve as coordinator for the project and worked with the curriculum specialist until the project's completion.

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An overall curriculum committee was composed of the coordinator, the curriculum specialist and the chairmen of the following sub-committees:

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William Hirzler, Samuel Gompers Vocational High School
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Chairman: Louis Werner, Bayside High School
Harvey Bien, Brooklyn Technical High School
Lou Delsarte, Secretary, Junior High School P.S.A.L.
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VOLLEYBALL

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Ronald Siegel, Junior High School 166, Brooklyn
Irwin Tobin, Sheepshead Bay High School

It would be impossible to list the many names that should be included as having worked directly, or indirectly on the project. To those mentioned as well as those whose names have not been included go the thanks of all teachers in physical education.

Maurice Basseches, and the following members of the Editorial office of the Bureau of Curriculum Research collaborated in design and production; Ruth Eriksen who did most of the illustrations; Elena Lucchini; and Simon Shulman, cover design and illustrations.

INTRODUCTION

There has long been a need for a graded course of study and curriculum guide in physical education in the secondary schools of New York City. The impact of the findings of the President's Council on Youth Fitness has served to underscore this need.

As a result, a committee was organized to develop a graded and progressive course of study and curriculum guide. This guide is the culmination of years of devoted service and professional interest of many men in the field. The guide reflects the best thinking of teachers and supervisors in physical education.

The course of study will also unify the best practices observed throughout the city and will serve to give scope, sequence, and standardization to the program in the secondary schools. It is intended as a guide both for beginning, as well as veteran teachers.

The diversity of facilities and needs in New York City demands that practical consideration be given to flexible programs as a guide to schools, so that they may incorporate the suggested course of study into their schools, with modifications based upon local school facilities, equipment, time, and personnel. This course of study provides the structural skeleton around which each teacher and each department may modify procedures and programs so as to realize the objectives of physical education as they contribute to the general objectives of education.

THE PLACE OF PHYSICAL EDUCATION IN THE SECONDARY SCHOOLS

A sound curriculum in physical education is based upon underlying physiological, psychological, and sociological principles. It is essential that teachers understand the place of physical education in the secondary schools. This necessitates a point of view, a philosophy, an awareness of the functions served by physical education as it contributes to the broad, general objectives of education in our democratic society.

For instance, there are a number of group games, like basketball, which have been found to be particularly successful in providing boys with a sense of belonging and acceptance. The young person who feels out of place, perhaps because he is academically unsuccessful, might find his first taste of success and of belonging to his school through games. Many students suffer from a deprived background of one type or another – economic or emotional – and bring to school a sense of separateness or rebellion. The total participation demanded for successful performance in athletics can often be a way of relaxation– a forgetfulness necessary to any young person who has suffered and is conscious of a real deprivation.

Education in the United States has the responsibility of helping boys and girls to live effectively as members of our democratic society. This implies the responsibility of the school for the full development of the individual's potentialities. The purposes of education as enunciated by the Board of Education of the City of New York are:

1. Character
   To insure the basis for rich, useful ethical living in a society promoting the common welfare.

2. Our American Heritage
   To develop pride and faith in American democracy including respect for the dignity and worth of the individual, regardless of race, religion, nationality or socio-economic status.

3. Health
   To develop and maintain a sound body and to establish wholesome mental and emotional attitudes and traits.

4. Exploration
   To discover, develop, and direct desirable individual interests, aptitudes, and abilities.

5. Sound Thinking
   To develop reasoning based upon adequate hypothesis supported by facts and principles.

6. Knowledge and Skills
   To develop command, in accordance with ability, of the common integrating habits, knowledges, and skills.

7. Appreciation and Expression
   To develop an appreciation and enjoyment of beauty, and powers of creative expression.

8. Social Relationships
   To develop and practice desirable social attitudes and relationships within the family, the school, and the community.

9. Economic Relationships
   To develop in pupils an awareness and appreciation of all who serve in the world of work, and to give them the experience in that world.

Physical education contributes to the realization of the general objectives of education. Through the program, boys will be helped to develop physical fitness and health. They will learn many skills for the worthy use of leisure time. They will learn desirable habits and attitudes of social living. They will develop character and personality attributes. Thus, in the development of the individual and in his relation to society, physical education serves to contribute to the objectives of education.

Because physical education activities are inherently interesting and enjoyable, and appeal to the urge for activity by youth, a unique opportunity is presented to teachers to develop those attributes which are so necessary to meet the demands of living. Physical education deals with the schoolchild in dynamic situations. In this educative process, teachers make use of the tools of big-muscle activity, for the achievement of educational aims.

Physical education is based upon the widely accepted concept of the unity of mind and body. All learning takes place through the body and is, in a broad sense, "body education". Of all the areas of education, physical education is significantly that area that deals constantly with the child in his most dynamic learning, as he moves, sees feels, and thinks.

Physical education serves to reinforce the purposes of secondary education. It is the function of the secondary schools to provide experiences that will lead to the fullest development of boys and girls both in their adolescent years and in adult life.

The curriculum of the senior high school is designed to articulate with that of the junior high school. This articulation has been provided for in this course of study and guide. Both curricula of junior and senior high schools aim to provide for the maximum development of the educational potential of each student. The senior high schools continue the progress of the student towards the achievement of educational aims. In senior high school three streams permit the student to progress towards higher education or towards a career in the world of business and industry. Physical education in the secondary schools aims to develop necessary skills, habits, attitudes, and knowledge for successful adult living in accord with the distinctive aims of secondary education.

AIMS AND OBJECTIVES

Physical education aims to promote the optimum physical, mental, ethical and social development of our youth as contributing members of a democratic society. The aims are accomplished through a planned program of a broad range of physical education activities which contribute to enduring skills, interests, and social adjustment. It has been defined as follows: "Physical education or training is a method and program of education which shall be construed to cover all forms of non-vocational physical activities both intramural and interscholastic." [1]

OBJECTIVES OF PHYSICAL EDUCATION

1. Health and Physical Fitness

a. To develop organic vigor, strength and endurance.

b. To develop neuromuscular coordination, agility, balance and flexibility of body movement.

c. To develop good muscle tone, and cardiovascular efficiency.

d. To develop resistance to disease through resistance to fatigue.

e. To attain efficient body mechanics and good posture.

f. To develop skills of self-preservation such as running, dodging, falling, climbing, swimming.

g. To provide sensory learning experiences.

h. To provide experiences for the practice of desirable health habits.

i. To provide experiences from which mental hygiene benefits will be derived such as the joy of achievement and accomplishment, the joy of self-expression through bodily movement, appreciation of aesthetic experiences and values, pride in personal development, and relaxation from emotional stresses and strains.

j. To learn skills for effective participation in the American sports culture.

k. To inculcate attitudes of wholesome respect for good bodily development and a healthy body.

---

[1] The University of the State of New York. *Regulations of the Commissioner of Education*, Article XVIII, Section 155, (as amended through March 1962).

2. Character and Personality

a. To develop such attributes as courage, loyalty, determination, perseverance, and sportsmanship.

b. To develop personal qualities enabling the individual to work and play with others for common goals.

c. To develop an appreciation of beauty of form and movement.

d. To develop creative satisfactions from achievement.

e. To develop personal characteristics of self-control, self-reliance and initiative.

3. Social Efficiency

a. To create opportunities for developing followership and leadership attributes.

b. To offer experiences for the practice of cooperative group and team effort.

c. To develop enduring physical fitness for effective living in a democratic society.

d. To develop skills, attitudes and interests for the wholesome use of present and future leisure time.

e. To develop an appreciation of skilled performance for effective spectatorship.

f. To provide opportunities to use the tools of communication through an interest and participation in the sports program.

g. To acquire information, and develop skills and abilities leading to career opportunities in physical education, recreation and allied fields.

h. To channel the energy of adolescents into constructive activities which have carry-over values.

CHARACTERISTICS OF SECONDARY SCHOOL BOYS: GRADES 7-12

Teachers should have a knowledge of common characteristics of child growth and development and consider these characteristics in planning their program in physical education.

Considerations for Program Content and Planning

a. Every pupil is an individual with a varying rate of growth and development. The program should be adjusted to individual needs, interests, abilities and capacities. The recognition of the doctrine of individual differences should influence the choice of activities, ability grouping, and class organization.

b. Adolescents have a feeling of security in belonging to, and acceptance by their peer group. The program should provide for skill development, and activities in which boys play together. The program should provide for wide achievement levels to engender feelings of satisfaction and success in accomplishment of goals. A wide variety of activities should be offered so that every boy may find at least one activity in which he can perform with some skill for recognition and status by his peer group.

c. Adolescents need the encouragement and approval of adults. Improvement and effort should be noted and be given recognition by the teacher.

d. A daily period of physical education should be provided in the program. The development of a high level of skill for satisfactory performance can only be accomplished by regular daily exercise and practice.

e. Physical education activities should provide a natural play environment as an emotional outlet for the stress and strain of living, and should provide for the natural adolescent urge for activity, adventure and excitement.

f. There should be a balanced program of activity and rest, to avoid the stress of undue fatigue.

g. Boys need self-directed choice in a variety of activities for skill development as a basic need of the emerging adult.

CHARACTERISTICS OF THE EARLY ADOLESCENT (Ages 12-14 – Grades 7-8-9)

CHARACTERISTICS	NEEDS	MEANING FOR PHYSICAL EDUCATION
1. Rapid, uneven growth	Knowledge of physical changes taking place Understanding that the changes are normal Avoidance of extreme fatigue	Regular daily period of physical education Explanation of growth processes and their effect upon the individual
2. Increase in heart size	Avoidance of undue fatigue Understanding of physiological changes Physical activity to give tone to heart muscle Adequate rest and sleep	Frequent health examination Develop ability to pace himself in competitive sports and games Extended running, jumping, and developmental exercises
3. Awkwardness, lack of balance, poor coordination	Understanding of changes Practice in skills leading to better coordination	Daily practice of skills Exercises and activities such as gymnastics, tumbling, dancing
4. Less energy, tires easily, unable to sustain strenuous activity	Balance of work and rest Graded activity gradually pushed to capacity Understanding of the body processes causing fatigue	Balanced program of activity Graded and progressive activity Gradation in skill development and achievement
5. Restless, moody, displays apparent laziness, overcritical of adults, changeable, uncooperative, rebellious, aggressive	Warm affection and understanding by adults Sense of humor Sympathetic understanding Security and understanding at home	Give assurance, encouragement, and praise for accomplishment and effort Opportunity to reach achievable goals in the program
6. Desire to excel in physical skills and athletics	To learn how to play games well Experience success Develop some special game and sports skill	Provide a wide variety of games, sports, skills Sufficient practice time for improved skill performance Opportunity to utilize skills in the "laboratory" aspect of the program

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Much of the following material has been adapted from:

COWELL, CHARLES C., and HAZLETON, HELEN W. *Curriculum Designs in Physical Education.* New York: Prentice-Hall, 1955.

DUNCAN, RAY O. "The Growth and Development Approach," *Journal of the American Association for Health, Physical Education, and Recreation.* May, 1951.

Board of Education, City of New York. *Guide to Curriculum Improvement in Grades 7-8-9,* (Curriculum Bulletin No. 10: 1955-56 Series.

CHARACTERISTICS	NEEDS	MEANING FOR PHYSICAL EDUCATION
7. Desire to try many new experiences, excitement, and adventure	Opportunities for independent thought and action Opportunity to belong to a group Opportunity to participate in organized play as a member of the group Opportunity for competition	Introduce new gymnastics, stunts, games Provide broad intramural program Wide variety of activities with opportunity to experience some success Motivation for skills and team play
8. Developing interest in girls Sexual tensions increase	Sustained physical activity Opportunity to participate in coeducational activity	Offer a variety of coeducational activities, such as bowling, tennis, volleyball, dancing
9. Changes in appetite and habits of nutrition	An understanding of reasons for physiological changes	Incidental teaching of nutrition Development and motivation of sound practices in nutrition for improved skill performance
10. Enjoys practice for improvement	Opportunities provided for sustained skill practice	Opportunities for squad practice, lead up games and drills, review of skills in game situations
11. Hero worship prevalent Desire for group status is strong	Utilization of athletic heroes and identification with athletic stars	Motivating device for improved skill performance Provision for group status as member of a team Recognize skill improvement Acceptance dependent upon skill development and ability
12. Permanent friendships begin to develop	Identification as member of a peer group because of a community of interest	Provision for organization of the class by squads and teams with recognition for successful team effort Opportunity to play in organized games and tournaments

CHARACTERISTICS OF THE LATER ADOLESCENT (Ages 15-18 – Grades 10-11-12)

CHARACTERISTICS	NEEDS	MEANING FOR PHYSICAL EDUCATION
1. Rapid weight gain Bone growth almost complete	Knowledge of changes taking place in the body More adult activity	Regular daily period of physical education Explanation of growth processes and its effect on the individual Expanded opportunities for self-direction and selection of activities
2. Increase in strength Improved motor coordination Desire to develop strong bodies	Development of more advanced skills Greater emphasis upon body building activity More sustained activity	Greater stress on conditioning and fitness activities More advanced skills with finer coordinations taught More contact sports offered
3. Tendency towards less fatigue	Adequate program of sleep and rest	Provision for a balanced program of activity and rest

CHARACTERISTICS	NEEDS	MEANING FOR PHYSICAL EDUCATION
4. Desire to make a good appearance High interest in physical attractiveness	Feelings of social status and competence	Greater stress on developing healthy bodies Incidental teaching in good grooming Stress poise and graceful movement
5. Desire to accept more adult responsibility	Greater independence of thought and action	Provide greater opportunity for student leadership and for playing the game as a culmination of learning experiences.
6. Interest in coeducational activities Development of adult sex characteristics	Develop skills in social coeducational activities such as bowling, dancing To join others in the group in corecreational activities	Expand and provide opportunities for corecreational program
7. Strong identification with admired adult	To join adults in their activities and act like adults	Teach carry over leisure sports, such as tennis, golf, bowling
8. Desire for excitement and adventure	Opportunity for competitive activity Opportunity to try activities involving skill and daring	Provide a wide variety of competitive activities Emphasize gymnastics, tumbling, wrestling
9. Greatly influenced by group opinion	To gain status as part of the group	Provide status developing activities Full development of skill and athletic ability Testing program to determine skill development status

SCOPE AND CLASSIFICATION

SCOPE

The program incorporates a balance of conditioning activities, dance and rhythmics, games, contests and relays, gymnastics and tumbling, individual and dual sports, team sports and track and field athletics. The balance is developed in Chapter 1 in charts of suggested time allotment for each activity. Thus, a pupil who has completed six years of physical education will have a broad range of skills and improved attitudes for the wise use of leisure time, a well-conditioned body, and effective skills for participation in physical activity. Units of instruction are offered in each area of physical education.

Activities which are not included in the following listing may receive special approval by the Director of Health Education upon written request of the school. Trained instructing personnel and safe facilities are required.

CLASSIFICATION OF SUGGESTED ACTIVITIES

a. **Conditioning Activities**

Physical Fitness Tests of the American Association for Health, Physical Education and Recreation.

Physical Fitness Screening Tests of the President's Council on Youth Fitness

- Bag punching
- Calisthenics
- Emergency skills
- Football grass drills
- Natural activities such as climbing, running, dodging, jumping.
- Marching, facing, and tactics
- Rope jumping
- Running
- Obstacle course and Circuit Training
- Public Schools Athletic League Physical Fitness Badge Tests
- Weight training and other conditioners, such as Isometric Exercises

b. Dance and Rhythmics

- Folk, square and country
- Social

c. Games, Contests, and Relays

- Athletic leadup games and relays
- Games of low organization
- Mass games and relays
- Stunt games and relays

d. Gymnastics and Tumbling

- High and low horizontal bars
- Horizontal and inclined ladders
- Parallel bars
- Rebound tumbling
- Rings
- Ropes
- Side horse
- Tumbling, stunts, and pyramid building
- Vaulting buck

e. Individual and Dual Sports

- Archery*
- Badminton
- Bicycling**
- Bocce*
- Bowling
- Deck Tennis
- Fencing*
- Fishing**
- Golf
- Handball
- Hiking and Camping**
- Horseback Riding**
- Horseshoe Pitching**
- Ice Skating*
- Paddle Tennis
- Roller Skating and Hockey**
- Riflery*
- Shuffleboard
- Table Tennis
- Tennis
- Tetherball
- Winter Sports**

f. Team Sports

- Baseball and Softball
- Basketball
- Football and Touch Football
- Soccer
- Speedball
- Volleyball

g. Track and Field Athletics

- Discus*
- Distance Running (middle and long)
- Hurdles (high and low)
- Javelin*
- Pole Vault*
- Relay Racing
- Running and Standing Broad Jump
- Running Hop, Step and Leap (Triple Jump)
- Sprints
- Shot Put*

h. Aquatics*

- Diving
- Swimming; beginners and advanced
- Water Safety
- Water Sports

i. Adapted Physical Education Activities†

† This area of the program is to be treated in a separate curriculum bulletin.

j. Intramural and Interscholastic Athletics

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*Activities which are approved but depend upon availability of safe facilities and trained instructing personnel.

**Activities which are approved for development of skills and attitudes in school, but which are practiced outside of school.

CHAPTER I

ORGANIZATION OF THE PROGRAM

This chapter presents in chart form varied suggestions for organization of the physical education program. The charts are based upon three-week cycles totaling fifteen periods to provide for concentrated instruction, and for the unit approach in teaching. Such cycles lend themselves to unit, seasonal, and platoon plans of instruction. Thus charts are also developed for seasons, and for platoon teaching based upon the three-week cycle.

There are certain atypical schools that offer minimum programs in terms of time. Other schools have minimum facilities. Such schools will adapt the suggested program to their local situations.

Chart I – the normal program – is based on five periods per week every semester. The program is balanced between individual and leisure time activities, team sports, gymnastics, and conditioning activities. The pupil is thus exposed to a well-rounded program of activities containing constants which are offered in every year of the pupil's secondary schooling and individual and leisure time activities in which age, physical maturation, and social activity interests are factors.

Chart I also takes into account the current practice of programming Hygiene (Health Teaching) for one semester in the eleventh year in lieu of physical education. Chart II – a short program – is an adaptation of Chart I. This chart is mainly designed for use in the junior high schools which operate on a two-period per week organization.

Charts III and IV organize the program by seasons with activities placed in that part of the year in which they are normally practiced. Since such activities as tennis are played early in the Fall, as well as in the Spring, interchangeability of seasonal activities can be practiced. These charts are based upon the primary organization of the program as offered in Chart I. Charts III and IV are suggested for use by schools that have satisfactory outdoor facilities

Charts V and VI are provided for schools with limited or no outdoor facilities. They offer a seasonal arrangement of activities for indoor application.

The remainder of the chapter is devoted to suggestions for organization of the program using the platoon system. Charts VII – X present two-, three-, and four-platoon organizations. These are seasonal in nature. Such an organization assumes sufficient teaching stations to handle this proposal efficiently. It is designed to overcome the inefficiencies involved in mass teaching by organizing classes into teachable groups.

CHART I: NORMAL PROGRAM

Time Allotment for Activities Based on 5 periods per week; every semester.

This chart offers suggested time allotment for the entire course of study. Adjustment may be made in accordance with local facilities, equipment, and personnel. On a basis of 180 periods per year, 15 have been allotted for organization and orientation, 10 periods in the Fall and 5 in the Spring.

ACTIVITY	Jr. H.S. (Per. per year)			Sr. H.S. (Per. per year)		
	7th	8th	9th	10th	11th	12th
CONDITIONING AND PHYSICAL FITNESS TESTING	30	15	30	15	15	15
DANCE						
Folk and Square	15			15		
Social			15			15
GYMNASTICS Apparatus, Tumbling, Ropes, Rebound Tumbling	30	30	15	30	30*	15
INDIVIDUAL AND DUAL SPORTS						
Bowling			15		15	
Handball		15		15		
Golf		15				15
Tennis	15					15
Others: (Ping-Pong, Badminton Paddle Tennis, Tetherball, etc.)					15*	
TEAM SPORTS						
Basketball	15		30	30		30
Soccer		30		15	15*	15
Softball (Baseball)	15	15	15	15	30*	
Touch Football	15		15	15	30*	
Volleyball		15	15	15	15*	15
TRACK AND FIELD	15	15	15	15		30
AQUATICS	(If facilities are available)					
GAMES Low Organization, Contests, Relays, Self-Testing, Mass Games	(If time permits)			(If time permits)		
TOTALS	165	165	165	165	165	165

*Schools offering Hygiene (Health Teaching) in the 11th Year should omit these 15-period units and give 30-period units for only 15 periods.

Modifying the Normal Program (Chart I)

Schools offering Physical Education five times per week in alternate semesters will multiply the suggested time allotment in Chart I by 0.5. Schools which offer four periods per week every semester will multiply the time allotment by 0.8. Schools with three periods per week will multiply by 0.6. A short program based on the needs of some junior-high schools is shown below.

CHART II. SHORT PROGRAM

Time Allotment for Activities based on 2 periods per week, every semester. Nine periods have been allotted for organization and orientation of the class.

ACTIVITY	Jr. H. S. (Per. per year)			Sr. H. S. (Per. per year)		
	7th	8th	9th	10th	11th	12th
CONDITIONING AND PHYSICAL FITNESS TESTING	12	6	12	6	6	6
DANCE	6		6	6		6
Folk and Square						
Social						
GYMNASTICS Apparatus, Tumbling, Ropes, Rebound Tumbling, Pyramids, Stunts	12	12	6	6	12	6
INDIVIDUAL AND DUAL SPORTS						
Bowling			6		6	
Golf		6				6
Handball		6		6		
Tennis	6				6	
Others: (Ping-Pong, Badminton, Paddle Tennis, Tetherball, etc.)	6				6	
TEAM SPORTS						
Basketball	6		12	12		12
Soccer		12		6	6	6
Softball (Baseball)	6	6	6	6	12	
Touch Football	6		6	6	12	
Volleyball		12	6	6	6	6
TRACK AND FIELD	6	6	6	6		12
AQUATICS	(If facilities are available)					
GAMES Low Organization, Relays, Mass Games, Self-Testing	(If the time permits)					
TOTALS	66	66	66	66	66	66

PLANNING THE YEAR'S PROGRAM

Charts III and IV are seasonal plans designed to be used in unit teaching. They are based upon the assumption that sufficient outdoor facilities and equipment for the teaching of cyclical activities are available. The program is in accord with the desirable practice of teaching unit activities in their appropriate season.

In unit teaching, all members of the class are engaged in activities directly related to the primary unit of instruction; however, gradation and variety may be offered. Provision for individual differences should be made. The charts presuppose maximum

CHART III – SEASONAL PROGRAM – Grades 7, 8, 9

For Junior High Schools with outdoor facilities

GRADE 7 – No. Periods	GRADE 8 – No. Periods	GRADE 9 – No. Periods
FALL SEMESTER		
OUTDOOR SEASON (September, October, November)		
Organization and Orientation – 10 Conditioning – 15 Tennis – 15 Touch Football – 15	Organization and Orientation – 15 Soccer – 30	Organization and Orientation – 15 Football – 5 Conditioning and Fitness Testing – 15
INDOOR SEASON (December, January)		
Conditioning and Fitness Testing – 10 Basketball – 15	Gymnastics – 30 Volleyball – 15	Gymnastics – 15 Volleyball – 15 Dance, Social – 15
SPRING SEMESTER		
INDOOR SEASON (February, March)		
Organization and Orientation – 5 Gymnastics – 30 Folk and Square Dance – 15	Volleyball – 5 Conditioning and Fitness Testing – 15	Conditioning and Fitness Testing – 15 Bowling – 15
OUTDOOR SEASON (April, May, June)		
Conditioning and Fitness Testing – 15 Other Individual Sports – 15 Softball – 15 Track and Field – 15	Softball – 15 Track and Field – 15 Golf – 15 Handball – 15	Basketball – 30 Softball – 15 Track and Field – 15

utilization of available outdoor space. When teaching is conducted outdoors during certain parts of the year, part of the class may use indoor facilities as well. An alternate unit, such as Body Conditioning and Fitness, should be available as a substitute during periods of inclement weather.

Charts V and VI are seasonal plans designed for unit teaching in schools that do not have sufficient outdoor facilities for the use of the suggested outdoor program contained in Charts III and IV.

CHART IV – SEASONAL PROGRAM: Grades 10, 11, 12

For Senior High Schools with outdoor facilities

GRADE 10 – No. Periods	GRADE 11 – No. Periods	GRADE 12 – No. Periods
FALL SEMESTER		
OUTDOOR SEASON (September, October, November)		
Organization and Orientation – 10 Conditioning and Fitness Activities – 5 Soccer – 15 Football – 15	Organization and Orientation – 10 Soccer – 15 Football – 30	Organization and Orientation – 10 Conditioning and Fitness Activities – 5 Volleyball – 15 Soccer – 15
INDOOR SEASON (December, January)		
Conditioning and Fitness Testing – 10 Dance – 15 Volleyball – 15	Conditioning and Fitness Testing – 15 Volleyball – 15	Conditioning and Fitness Testing – 10 Basketball – 30
SPRING SEMESTER		
INDOOR SEASON (February, March)		
Organization and Orientation – 5 Gymnastics – 15 Basketball – 15	Organization and Orientation – 5 Gymnastics – 30	Organization and Orientation – 5 Gymnastics – 15 Dance – 15
OUTDOOR SEASON (April, May, June)		
Basketball – 15 Softball – 15 Track and Field – 15 Handball – 15	Softball – 30 Bowling – 15 Other Individual and Dual Activities – 15	Track and Field – 30 Golf – 15 Tennis – 15

Local conditions will dictate changes in accordance with available space, equipment, and personnel. In the indoor program, a unit approach, a squad-rotation system or a form of circuit training may be used. It is strongly suggested that activities be maintained on a seasonal basis in accordance with established practice and policy.

CHART V – SEASONAL PROGRAM: Grades 7, 8, 9

For Junior High Schools
with limited or no outdoor facilities

GRADE 7 – No. Periods	GRADE 8 – No. Periods	GRADE 9 – No. Periods
FALL SEMESTER		
Organization and Orientation – 10 Conditioning and Fitness Testing – 15 Football – 15 Gymnastics – 30 Dance – 15	Organization and Orientation – 10 Gymnastics – 15 Soccer – 30 Volleyball – 30	Organization and Orientation – 10 Conditioning and Fitness Testing – 15 Football (Touch) – 15 Gymnastics – 15 Dance – 15
SPRING SEMESTER		
Organization and Orientation – 5 Basketball – 15 Conditioning and Fitness Testing – 15 Track and Field – 15 Softball – 15 Other Individual and Dual Sports – 15 Tennis – 15	Organization and Orientation – 5 Conditioning and Fitness Testing – 15 Gymnastics – 15 Track and Field – 15 Softball – 15 Handball – 15 Golf – 15	Organization and Orientation – 5 Conditioning and Fitness Testing – 15 Basketball – 30 Track and Field – 15 Bowling – 15 Softball – 15

CHART VI. SEASONAL PROGRAM: Grades 10, 11, 12

For Senior High Schools with limited or no outdoor facilities

GRADE 10 – No. Periods	GRADE 11 – No. Periods	GRADE 12 – No. Periods
FALL SEMESTER		
Organization and Orientation – 10 Conditioning and Fitness Testing – 15 Soccer – 15 Football – 15 Volleyball – 15 Gymnastics – 15	Organization and Orientation – 10 Conditioning and Fitness Testing – 15 Soccer – 15 Football – 15 Volleyball – 15	Organization and Orientation – 10 Conditioning and Fitness Testing – 15 Soccer – 15 Basketball – 30 Dance – 15
SPRING SEMESTER		
Organization and Orientation – 5 Basketball – 30 Dance – 15 Track and Field – 15 Softball – 15 Handball – 15	Organization and Orientation – 5 Gymnastics – 30 Softball – 30 Bowling – 15 Other Individual and Dual Sports – 15	Organization and Orientation – 5 Gymnastics – 15 Volleyball – 15 Track and Field – 30 Golf – 15 Tennis – 15

PLATOON TEACHING

The basic purpose of the platoon system of teaching is to achieve a teachable class size and a teachable situation within the framework of a mass teaching situation.

HOW PLATOON TEACHING WORKS

A large class is broken up into platoons, or smaller classes. The number of platoons will depend upon the number of teachers and teaching stations available.

Each teacher would be responsible for teaching a platoon, which in effect will be his own class.

In the organization of the class into platoons, homogeneity of grouping may be effected. This can be done either on an age-height-weight basis, a grade-progress basis, or a grade-achievement basis. Other means of organizing classes based upon some other method are acceptable.

The teacher who is assigned to a platoon will be responsible for the clerical details of his platoon. This includes such clerical tasks as recording absence, unpreparedness, lateness and the like. He will also be responsible for the final grades of the pupils in his platoon.

The platoon and the teacher remain as a unit for the year or semester.

The platoon remains at the same unit of activity for a specified length of time. For example, during the Fall season at the end of fifteen sessions (periods), a platoon that had a unit of instruction in basketball indoors, might move outdoors to a unit on soccer. All platoons would rotate at the same time.

Each teacher does his own planning for his platoon. He develops his own warmup conditioning exercises integrated with the unit of activity that is being taught.

Lesson planning could be a cooperative venture by all teachers in that period.

An alternate program is planned for inclement weather since the platoon system is predicated upon the availability of outdoor facilities and sufficient indoor teaching stations.

It is suggested that certain activities that best lend themselves to indoor use be planned for inclement weather. Such activities as gymnastics, dancing, volleyball can be planned for indoor use.

During forced indoor activity the platoon teaching would be inoperative unless sufficient teaching stations are available to maintain the basic platoon organization.

A substitute plan is to have the teachers who are experts in certain fields of activity remain stationary, and have the platoons rotate. This has the advantage of having experts teaching in their specialty. It does negate some of the advantages of the platoon system.

ADVANTAGES OF PLATOON TEACHING

The platoon is a class containing forty to fifty pupils. It effects a teachable class situation.

Each teacher remains with his group for the entire year or semester. The teacher can plan his teaching to meet the needs, interests, and abilities of his group.

Maximum teaching functions are carried on by all teaching personnel.

Maximum utilization of space is effected. Teaching stations can be planned in accordance with total school facilities and equipment.

Evaluation and grading is more objective. Each teacher can base his grade upon objective personal evaluation of pupil performance.

Homogeneous grouping will allow for greater degree of planned, graded, sequential teaching and learning.

Since the teacher has a smaller group to supervise, his clerical responsibilities are reduced.

A smaller group can progress at a faster pace. The teacher plans his lessons accordingly.

REQUIREMENTS FOR DEVELOPMENT

Sufficient outdoor facilities to accommodate at least two-thirds of the class.

Sufficient indoor stations to accommodate one-third of the class.

Homogeneous grouping of the class.

Sufficient teachers to organize the class into teachable size platoons.

A graded, progressive, sequential course of study with graded units of instruction.

A willingness on the part of the staff to experiment with the platoon system within the framework of existing facilities and equipment.

Further experimentation, particularly in the junior high school with its limited space, facilities, and personnel.

Enthusiastic acceptance and interest on the part of the staff.

Cooperation of the administrative staff of the school to assist in programming, development of techniques of homogeneous grouping, improved grading, and the like.

A re-evaluation of present methods of organization of departments.

CHART VII. TWO-PLATOON TEACHING: Grades 7, 8, 9

For Junior High Schools with outdoor facilities

(Each activity to be 15 periods)

GRADE 7	GRADE 8	GRADE 9
FALL SEMESTER		
OUTDOOR SEASON (September, October, November)		
	Platoon Cycle No. 1	
Football Conditioning and Fitness Testing	Soccer A Soccer B	Football Conditioning and Fitness Testing
	Platoon Cycle No. 2	
Conditioning and Fitness Testing Track and Field Athletics	Track and Field Athletics Handball	Basketball A Track and Field Athletics
INDOOR SEASON (December, January)		
	Platoon Cycle No. 3	
Basketball Gymnastics A	Volleyball A Gymnastics A	Basketball B Gymnastics
SPRING SEMESTER		
INDOOR SEASON (February, March)		
	Platoon Cycle No. 4	
Gymnastics B Dance	Volleyball B Gymnastics B	Dance Volleyball
OUTDOOR SEASON (April, May, June)		
	Platoon Cycle No. 5	
Softball Other Individual and Dual Sports	Softball Conditioning and Fitness Testing	Softball Conditioning and Fitness Testing
	Platoon Cycle No. 6	
Tennis Games, and/or Intrasquad Tournament	Tennis Games, and/or Intrasquad Tournament	Bowling Games, and/or Intrasquad Tournament

CHART VIII. THREE-PLATOON TEACHING: Grades 7, 8, 9

For Junior High Schools with outdoor facilities

(Each activity to be 15 periods)

GRADE 7	GRADE 8	GRADE 9
FALL SEMESTER		
OUTDOOR SEASON (September, October, November)		
Football Conditioning and Fitness Testing A Other Individual and Dual Sports	Soccer A Soccer B Handball	Football Volleyball Conditioning and Fitness Testing A
INDOOR SEASON (December, January)		
Conditioning and Fitness Testing B Basketball Games, and/or Aquatics	Volleyball A Gymnastics A Conditioning and Fitness Testing	Conditioning and Fitness Testing B Games, and/or Aquatics Gymnastics
SPRING SEMESTER		
INDOOR SEASON (February, March)		
Dance Gymnastics A Gymnastics B	Volleyball B Gymnastics B Games, and/or Aquatics	Dance Basketball A Basketball B
OUTDOOR SEASON (April, May, June)		
Softball Tennis Track and Field	Softball Tennis Track and Field	Softball Track and Field Bowling

CHART IX. THREE-PLATOON TEACHING: Grades 10, 11, 12

For Senior High Schools with outdoor facilities
(Each activity to be 15 periods)

GRADE 10	GRADE 11	GRADE 12
FALL SEMESTER		
OUTDOOR SEASON (September, October, November)		
	Platoon Cycle No. 1	
Soccer	Football A	Soccer
Handball	Football B	Tennis
Basketball A	Soccer	Basketball A
INDOOR SEASON (December, January)		
	Platoon Cycle No. 2	
Basketball B	Gymnastics A	Basketball B
Gymnastics	Gymnastics B	Gymnastics
Dance	Volleyball	Dance
SPRING SEMESTER		
INDOOR SEASON (February, March)		
	Platoon Cycle No. 3	
Volleyball	Conditioning and Fitness Testing	Volleyball
Conditioning and Fitness Testing	Bowling	Conditioning and Fitness Testing
Track and Field A	Other Individual and Dual Sports	Golf
OUTDOOR SEASON (April, May, June)		
	Platoon Cycle No. 4	
Softball	Softball A	Track and Field A
Track and Field B	Softball B	Track and Field B
Games, and/or Intrasquad Tournaments	Games, and/or Intrasquad Tournaments	Games, and/or Intrasquad Tournaments

CHART X. FOUR-PLATOON TEACHING: Grades 10, 11, 12

For Senior High Schools with outdoor facilities
(Each activity to be 15 periods)

GRADE 10	GRADE 11	GRADE 12
OUTDOOR SEASON (September, October, November)		
Track and Field Soccer Handball Basketball	Football A Football B Soccer Gymnastics	Track and Field Soccer Basketball Conditioning and Fitness Testing
INDOOR SEASON (December, January, February, March)		
Track and Field Gymnastics Dance Basketball	Gymnastics Volleyball Bowling Conditioning and Fitness Testing	Track and Field Gymnastics Dance Basketball
OUTDOOR SEASON (April, May, June)		
Softball Volleyball Conditioning and Fitness Testing Games, and/or Aquatics	Softball A Softball B Other Individual and Dual Sports Games, and/or Aquatics	Volleyball Golf Tennis Games, and/or Aquatics

CHAPTER II

BASKETBALL

When James A. Naismith first devised the game of basketball in 1892, it was for the purpose of providing an activity for use indoors during the Winter months between the football and baseball seasons. Now, basketball has come of age. The game occupies an important place in the indoor Physical Education activity program. It has developed into the mainstay of the late Fall and Winter programs.

The great appeal of the sport makes a ready motivation for skill improvement. Basketball has grown to be one of the largest spectator and participant sports in the United States. This course of study and curriculum guide not only attempts an improvement of basic skills but is also designed for "intelligent spectatorship" as well. It is expected that our high-school youth not only will learn to play the game with some degree of skill and facility, and thus enjoy active participation, but also will enjoy watching experts play the game with a heightened, knowledgeable interest.

Scope and sequence are given in the charts on pages 24-25.

OBJECTIVES

To develop basic skills in the fundamentals of basketball.
To develop personal proficiency in the playing of the game.
To learn game strategy in relation to application of basic skills.
To learn important rules of the game, and their application, for improved performance.
To develop physical fitness as a concomitant value of playing the game with improved skill.
To develop "intelligent spectatorship" for heightened enjoyment of watching experts play.
To develop and stimulate proper attitudes and ideals in group and social situations as a member of a team.
To develop ability to lead and to follow.
To play the game in competitive situations for worthy use of leisure.

APPROACH AND MOTIVATION

Plan demonstration game by members of the varsity squad.
Organize a school-wide basketball clinic by members of a well-known college or professional team.
Show selected films, filmstrips, and action shots of the varsity team or of outstanding professional teams.
Give a demonstration lesson by better performers in the class, with directed observation of the skills involved in the playing of the game.
Present an assembly program devoted to basketball. Invite alumni who are outstanding college players to attend.
Design a basketball bulletin board with illustrations of basic and advanced skills.

SCOPE AND SEQUENCE (Grade Placement of Skills)

GUIDE*

B – Basic skills to be taught in the grade. (Minimum essential)

R – Review of basic skills

O – Optional skills, to be taught if time permits, or, if class progress permits.

ADV. – Advanced skills, to be taught after basic skills have been mastered.

SKILLS	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
	GRADE 7 (15 Pds.)	GRADE 9 (30 Pds.)	GRADE 10 (30 Pds.)	GRADE 11 (30 Pds.)
CATCHING A BASKETBALL				
Above the waist	B	R	R	R
Below the waist	B	R	R	R
PASSING				
Two-hand chest	B	R	R	R
Two-hand chest, bounce	B	R	R	R
Baseball, or overarm		B	R	R
One-hand, sidearm bounce			B	R
Hook			B	R
Shovel, or underhand			O	O
Handoff, or feed			O	O
Two-hand overhead, or over shoulder			O	O
LAYUP				
Right side, right hand	B	R	R	R
Left side, right hand		B	R	R
Left side, left hand		O	B	R
Under basket, backhand				ADV.
SHOOTING				
Two-hand set		O	O	O
One-hand set, push	B	R	R	R
Foul Shot; two hand, underhand		B	R	O
Foul Shot; one-hand push	B	R	R	R
Hook			B	R
Jump			B	R
Rebound Tap in			O	ADV.
Fall away; jump			O	ADV.
Pivot and hook			O	ADV.

*Adapted from: *Teachers Guide for Boys' Physical Education: Junior and Senior High Schools.* Cleveland, Ohio: Bureau of Physical Welfare, Board of Education, 1955.

Scope and Sequence – Continued

SKILLS	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
	GRADE 7	GRADE 9	GRADE 10	GRADE 12
	(15 Pds.)	(30 Pds.)	(30 Pds.)	(30 Pds.)
DRIBBLING				
Straight away, right hand	B	R	R	R
Change of hands		B	R	R
Change of direction		B	R	R
Dribble; stop, and pass		B	R	R
Feint and dribble				ADV.
Pivot and dribble				ADV.
DEFENSIVE TACTICS				
a. Man-for-man Defense				
Basic stance		B	R	R
Sideward shuffle		B	R	R
Front and backward glide		B	R	R
Switch on screen			O	ADV.
Boxing out			O	ADV.
b. Zone defense				
Elements and theory		B	R	R
2-1-2 Zone; position and play		B	R	O
3-2 Zone			B	R
2-3 Zone			O	ADV.
1-2-2 Zone				ADV.
Zone and fast break attack				ADV.
OFFENSIVE MANEUVERS				
Give and go		B	R	R
Give and go, with screen			B	R
One-on-one screen variations			O	ADV.
Two-on-two screen variations			O	ADV.
Offense against zone defense			O	ADV.
Set plays				
Under Basket			O	ADV.
Sideline			O	ADV.
Basic offensive weaves				
Horseshoe			B	O
Figure 8, front court,				
Variations: back court,			O	O
Figure 8			O	ADV.
Horseshoe			O	ADV.
KNOWLEDGE AND SKILL TESTS	B	B	B	B
LEADUP GAMES AND DRILLS	B	B	B	B
CULMINATING ACTIVITY (Games & Tournaments)	B	B	B	B

Have pupils report on skills observed in games on television or professional games.

Teacher (if proficient) gives personal demonstrations of skills.

Motivation can be developed outside by utilizing an intrinsic interest in the game and a desire to make a community center or team.

Skill tests can be a motivating force. A desire for improvement can be instilled by the use of a classification index based upon a pre-test of basic skills.

Other audio-visual aids can be used as motivating devices.

Direct application of skills to the game situation with a tournament culminating the activity can be a strong motivating device.

Each Associate Teacher can act as a coach of an intra-squad team to simulate inter-school competition.

Set achievable standards to act as a drive for improved performance.

Post scores of games, charts with skill standards, names of school record holders to stimulate interest and desire for improvement.

INSTRUCTIONAL MATERIALS

Sufficient basketballs for efficient squad and drill practice.

Sufficient baskets for efficient squad and drill practice.

Portable "Goal-Hi" baskets.

Pressure-sensitive tape for floor markings.

Timers and stop watches.

Whistles, score books, and other game equipment.

Rebounding rim.

CLASS ORGANIZATION AND MANAGEMENT

The class organization should involve small groups practicing skills, so that each pupil will be engaged in a maximum activity situation during the period.

Improvisation of available space, using portable baskets and backboards are suggested for maximum pupil activity.

Teachers can have two squads shooting at one basket by placing squads at opposite ends of the basket, parallel to the backboard.

Opportunity should be provided for skill practice on an individual selective basis for personalized practice and for improvement of skills. This can be programmed during the Free Activity portion of period.

Constant and progressive review should be planned.

Lead-up games, drills, and relays should be planned applying the skills which have been taught to game situations.

Student leadership values can be derived by making use of the more expert pupils in the class as leaders, and by providing for leadership training of these pupils.

Plan to remove possible hazards by planning for the maximum use of available space, minimum friction between groups, mats hung against walls under baskets, and thorough warmup before activity.

Rules which are directly related to skills which are taught should be applied in game situations.

Use audio-visual devices as valuable aids for skill teaching.

Application in game situations can be applied by this method.

Rotation of squads will provide for variety during the course of a lesson.

Associate Teacher should be responsible for a platoon, and actively teach skills for his platoon.

Warm-ups should be directly applicable to the skill to be taught.

GENERAL TEACHING SUGGESTIONS

Before beginning basketball activities, provide for elimination of all possible hazards.

Use modified games, contests, drills, relays to help develop skills in the way in which they will be used in playing the game.

Use regulation game rules wherever possible.

Plans should be flexible for modifying activities in accordance with the observed needs of the pupils.

Motivate self-testing activities for skill improvement.

Utilize available audio-visual aids, blackboard diagrams and the blackboard to present concepts and skills.

Keep a log or diary of the day's activities as an aid in preparing future lessons.

Prepare a series of teaching notes as a guide for future instruction.

Utilize the bulletin board with appropriate pictures, charts, diagrams.

Plan for maximum use of available space.

Plan for maximum skill activity by eliminating unnecessary talk, organization, and clerical procedures.

Provide for student leadership through the development of a Leader's Corps, utilization of the skills of varsity players, provision for team managers, equipment managers, and the like.

Reduce the analysis of basketball skills to its simplest fundamentals, and show its application to the game situations.

Teach rules associated with certain game skills such as dribbling, jump balls, etc.

Game situations and game strategy on offense and defense should be stressed in the upper grades.

Insist that skills be practiced perfectly in the way in which they will be applied in the playing of the game.

Analysis, explanation, demonstration, skill practice with cues and correction are basic methods in teaching basketball.

SAFETY PRECAUTIONS

General

The class should be thoroughly warmed up before engaging in practice by using general body movements involving bending, turning, jumping, stretching, and running.

All pupils should have a medical examination and should be physically fit to participate in basketball instruction.

Teach the rules concerning personal fouls and enforce them rigidly.

All equipment, apparatus, and mats should be cleared from the gymnasium floor. Obstructions should be protected by hanging mats.

Provide for maximum teacher and student leader supervision of activity to prevent pupils, from running into each other.

Have pupils properly classified so that they are playing with others of their size, weight, height, age and skill.

Careful progression of skills should be planned in accordance with the abilities of the group.

Avoid backward running races.

Insist upon pupils wearing proper equipment, gymnasium sneakers, eye glass guards and the like.

Pupils should not wear jewelry, watches, etc.

Teach pupils how to lace their gym shoes properly for\ankle and foot safety.

Safety objectives should be constantly stressed.

Specific

Pupils should be taught to adjust the speed of their pass in accordance with the distance that the ball is to travel.

Teach pupils how to catch a ball properly with outspread fingers to avoid sprains of fingers and hands.

Teach pupils how to fall and roll to absorb body shock when tripped or losing balance.

Baskets which are placed too close to the wall should be provided with hanging mats behind the basket.

Gymnasium floor should be treated with a non-skid finish and should be kept in good repair at all times.

Teach pupils how to perform quick stops, turns, changes of direction, and safe landing position after rebounding.

Make sure that there is sufficient space for squad alignment while squads are waiting their turn to perform.

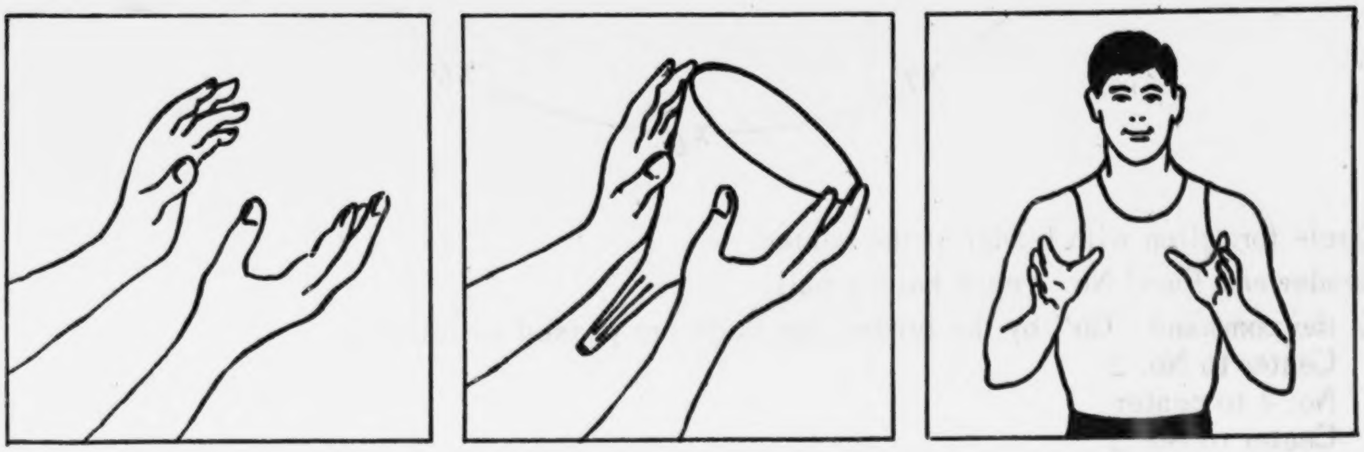
Passing and dribbling drills can best be performed by using the shuttle or parallel alignment of squads.

Shooting drills can be performed by using a hollow square alignment where pupils move out from under the baskets to the shooting area and back, to their squad line.

The use of arms and elbows thrust out in rebounding should be stringently discouraged. Discourage rough play and undue personal contact.

GRADE 7: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

CATCHING A BASKETBALL



ANALYSIS

The receiver assumes a comfortable stance in a stride position, knees slightly bent with the left foot forward, right foot back to be in a position to pass or move after catching the ball.

For receiving a ball above the waist, the forearms are bent with the outspread thumbs pointing diagonally backward and upward.

As the ball comes into the receiver the hands and arms "give" a little drawing the ball inwards towards the chest.

The ball is stopped in its flight with the fingers, not in the palm of the hand.

When a pass is above the chest the fingers should be pointing up with the thumbs back to help stop the ball.

For receiving a ball below the waist the forearms are bent, the back of the hand is towards the floor, the fingers are pointing downwards and the thumbs up. The little fingers should be about five inches apart and pointing towards each other.

TEACHING CUES

Start with short passes thrown at one-quarter speed.

Emphasize the give of elbows, hands, and arms.

Keep your eye on the ball at all times.

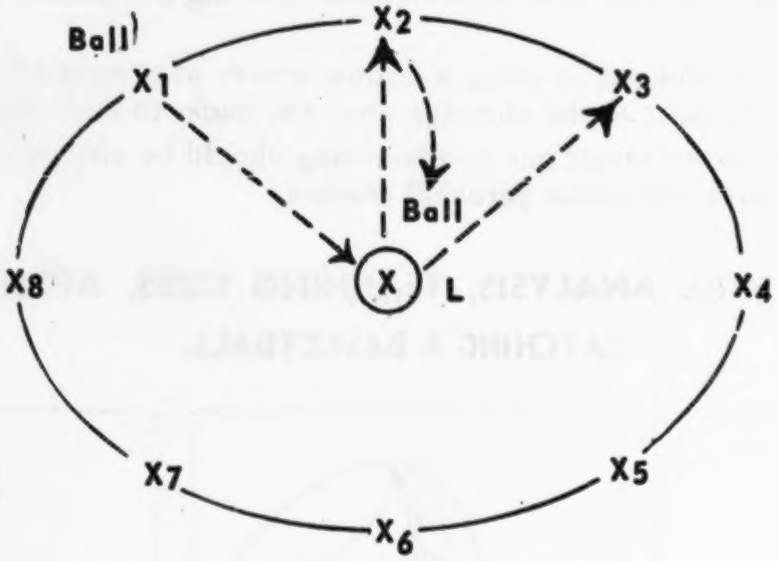
As the ball is drawn inwards, the hands, arms, and body should be in a position to pass off.

Spread, curve and relax the fingers.

Advance in your movement to meet the ball.

APPLICATIONS

DOUBLE BALL DRILL



Circle formation with leader at the center.

Leader and Pupil No. 1 each have a ball.

At the command "Go" by the leader, the balls are passed as follows:

Center to No. 2
No. 1 to center
Center to No. 3
No. 2 to center, etc.

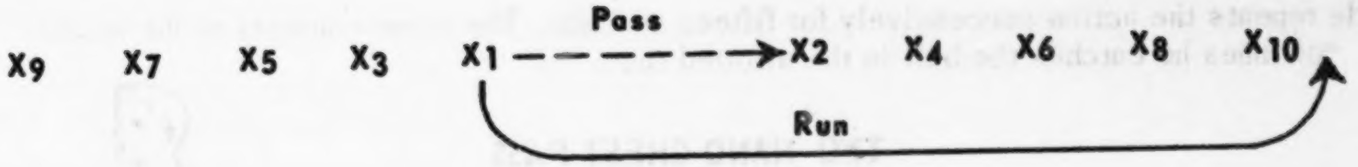
When all participants have passed and received the ball, the group rotates until each pupil has had a chance at center.

Catching and passing are emphasized.

Different varieties of passes such as bounce passes, etc., may be used.

Ball is not to be passed until the center player passes his ball.

SHUTTLE PASS AND CATCH



Shuttle formation with half of each squad in a line facing the other half.

X-1 passes the ball to X-2.

X-1 runs to his right and gets on line behind X-10.

X-2 passes to X-3, runs to his right and gets on line behind X-9.

ZIG-ZAG DRILL

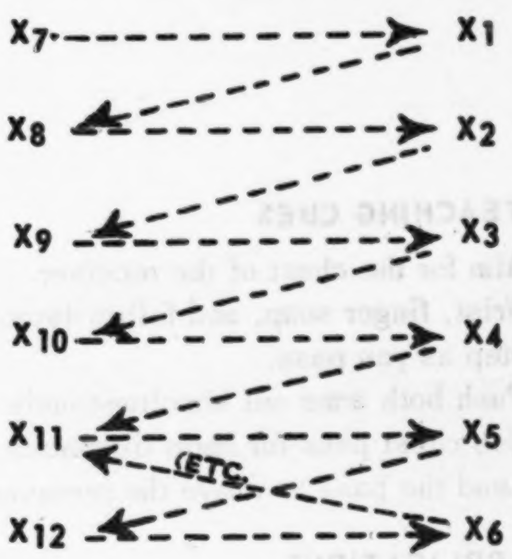
Students are placed in two lines about ten feet apart.

Two basketballs can be used after pupils get used to the movement.

No. 1 starts by passing to No. 8.

No. 12 starts by passing to No. 6.

Progression of passes is according to the diagram.



LEADUP GAME "YOU KNOW ME AL"

May be played while pupils are moving clockwise in a circle.

The squad passes while in motion in a prescribed area.

All players are given numbers 1, 2, 3, etc.

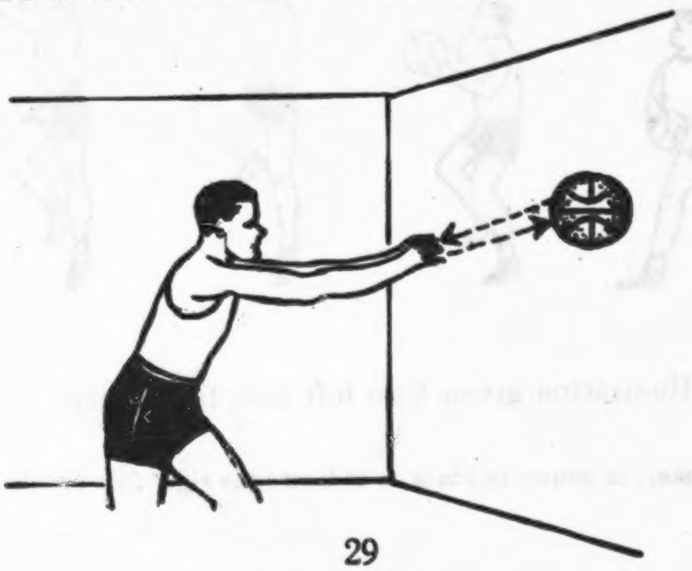
No matter where the players move in their area, No. 1 must pass to No. 2, etc.

Move toward the passer to receive the ball.

The ball should be passed while players are moving to simulate the game situation.

All types of passes may be used.

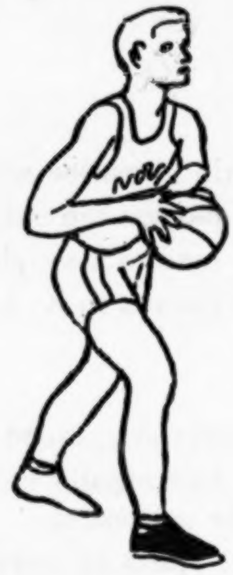
WALL BOUNCE-BALL HANDLING DRILL AND TEST



Pupil stands five feet from a flat wall. At the signal he passes a basketball against the wall, and catches it.

He repeats the action successively for fifteen seconds. The score consists of the number of times he catches the ball in the allotted time.

TWO-HAND CHEST PASS



*Chest Push or Snap Pass Basketball

ANALYSIS

Ball is held securely, with hands towards the back of the ball, fingers spread out, thumbs toward each other.

Elbows are held in close to the body, pointed downward, half bent.

Extend the arms out in front of the body, throw the ball with a wrist and fingers snap.

TEACHING CUES

Aim for the chest of the receiver.

Wrist, finger snap, and follow-through are important.

Step as you pass.

Push both arms out simultaneously.

Use chest pass for short distances.

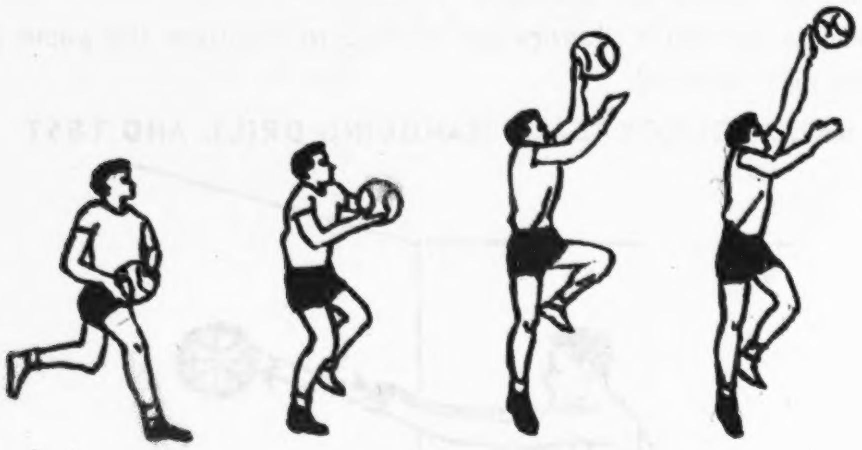
Lead the pass to where the receiver will be when the ball gets there.

APPLICATIONS

See drills for catching the ball.

LAYUP SHOT

(From the right side of the basket)



(Illustration given from left side for clarity)

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*Player's right shoe (his sneaker) is shown in black to indicate the right foot in this and all subsequent illustrations.

ANALYSIS

Hold the ball in both hands, at about shoulder height, with the right hand under or at the side of the ball, and the left hand on top of the ball.

The player takes off on his left foot, with the right knee up as in high jumping. The player springs upwards towards the basket.

At the highest point of the jump the right arm is extended, the wrist rolls over to give some spin or "English" to the ball, and the fingers and wrist are extended.

The ball is banked up over the rim to a point about nine inches above the center of the hoop.

The player aims to land directly under the rim, to be in a position for rebounding.

TEACHING CUES

Practice taking off on proper foot by a take-off drill.

Head should be back and eyes focused on the front rim of the basket.

Leap straight upwards.

Check your leap by checking your landing spot. Landing behind the basket indicates a leap forward, rather than upward.

The take-off is about six to seven feet from the basket.

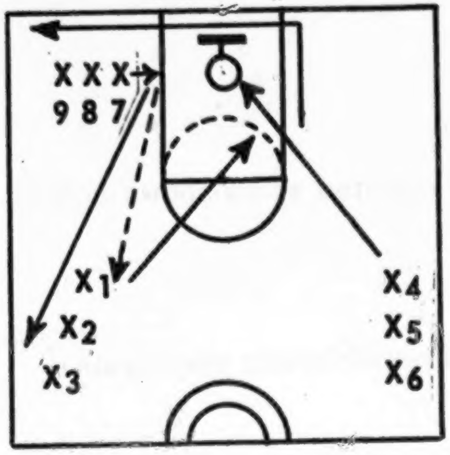
The fingers and hand should be extended with the palm down at the finish.

A soft layup will be achieved by starting with the right hand under the ball.

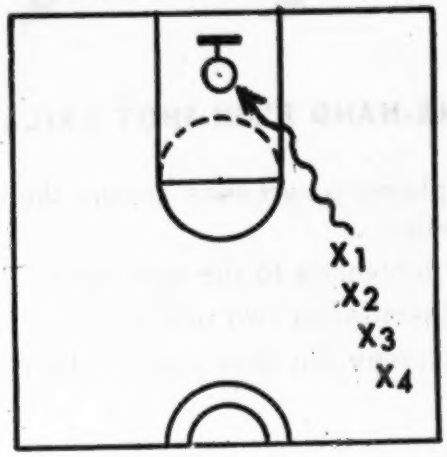
The player should land on the right foot.

APPLICATIONS

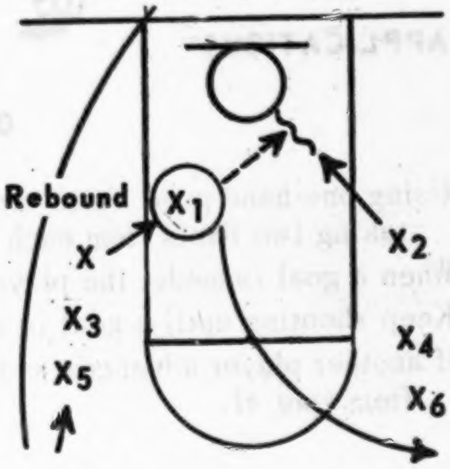
Layup Drill



Dribble and Layup Drill



Pass and Layup Drill



Legend Pass - - - → Dribble ⁓→ Run ——→

ONE HAND PUSH SHOT

ANALYSIS

Place right foot in advance of the left foot, with the knees slightly bent.

Head should be up with eyes focussed on the front rim.

Right hand holds the ball, palm up, with the ball resting lightly on the fingertips, and left hand on top guiding the ball.

The ball is held in front of the forehead.

The wrist is cocked back.

Fingers and wrist are synchronized in a rotary movement, and at the top of the circle the ball is released from the tips of the fingers, with the arm straightened out.

In the follow-through, the shooter lands again on his right foot, with the fingers extended and pointing towards the basket.

TEACHING CUES

Get a comfortable stance.

Develop a rhythmic action which involves the fingers, wrist and forearm.

Land with the right foot forward, and in good balance.

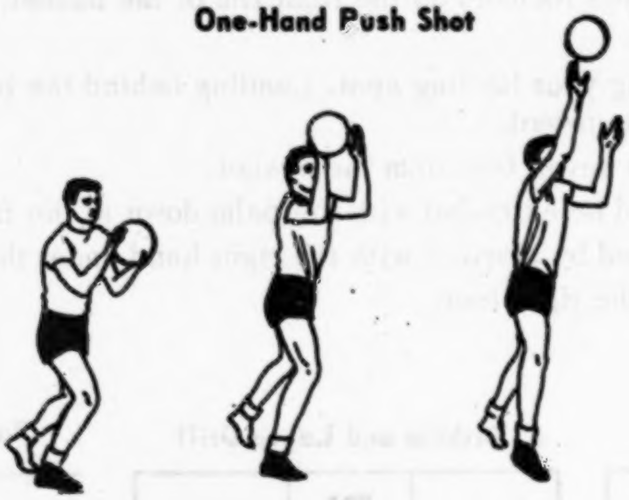
Point the fingers towards the basket after the ball is released.

Develop a "soft" shot by aiming the ball at a 45° trajectory towards the basket.

Leave the floor and jump forward with the shot.

Keep the knees bent and the trunk erect.

One-Hand Push Shot



APPLICATIONS

ONE-HAND PUSH SHOT DRILL

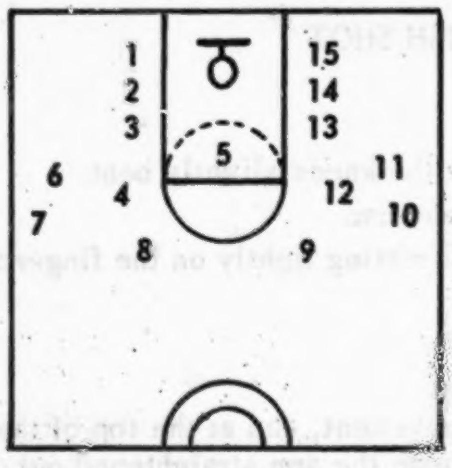
Using one-hand push shots the player progresses around the designated spots shown below, taking two trials from each point.

When a goal is made, the player advances to the next spot.

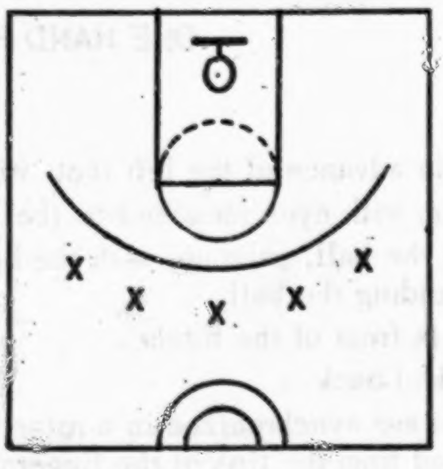
Keep shooting until a goal is missed after two trials.

If another player advances and passes the first player, the first player starts over again from spot #1.

One Hand Push Shot



Take a Chance Spot Shots



TAKE A CHANCE SPOT SHOTS DRILL

The players start the game by taking set shots from some designated spot behind the foul line as illustrated on page 32. After the first long set shot, the player follows his shot to retrieve the ball. He then shoots from the place where the ball was retrieved. Successful long shots count two points, and short shots, one point. The first player to get 21 points wins the game. Players alternate in their tries for goals, after making one long shot and short shot.

ZONE SHOOTING

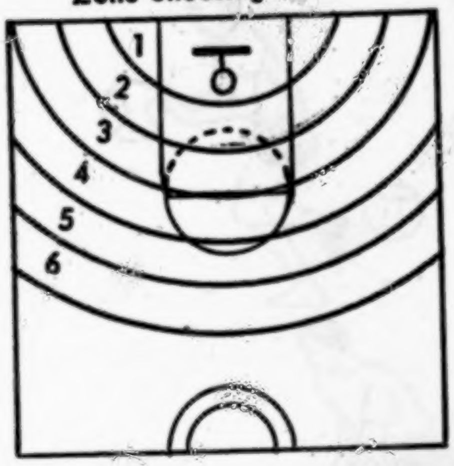
Six zones are laid out within one half of the court as per the diagram below.

The player begins by shooting from Zone 1. When he scores a goal in Zone 1, he progresses to Zone 2, and then to Zone 3, etc.

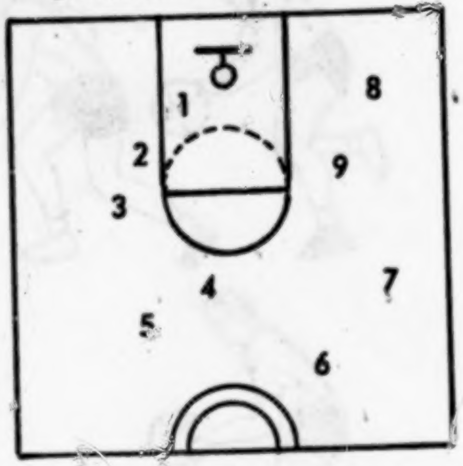
The first player to shoot successfully in all six zones is the winner.

An alternate game is to require a certain number of shots in each zone.

Zone Shooting Drill



Basketball Golf Drill



BASKETBALL GOLF

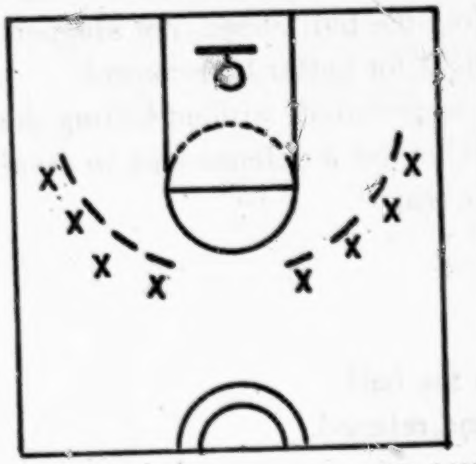
Spots are marked on the floor as per the diagram above.

Each player shoots until he scores a basket from the spot upon which he is standing.

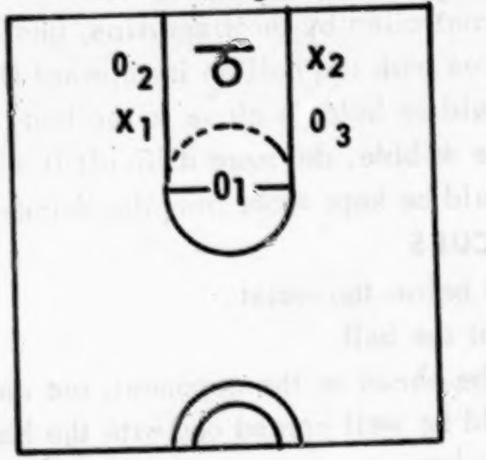
Every shot, whether made or missed, is counted.

The object of the game is to see who can make the round in the least number of shots.

"5" Ahead Drill



Foul Shooting Drill



"5 AHEAD"

One player from each team stands behind each of the designated spots.

Each player has one basketball.

"5 AHEAD" Continued

"5 AHEAD"

Players on each side must shoot from behind the spot.

Players alternate in shooting.

The first time that a team scores five points ahead of the other team, it is declared the winner.

FOUL SHOOTING DRILL

Players take positions as indicated on the diagram, page 33. The player)0-1) at the foul line begins by shooting a foul shot.

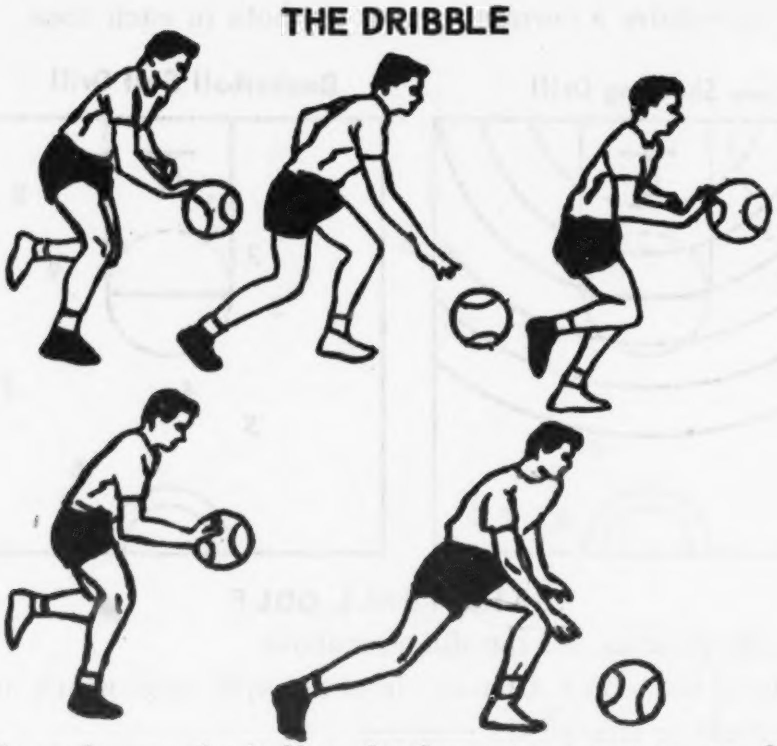
Any shot missed by the foul shooter will be rebounded by 0-2 and 0-3, while X-1 and X-2 attempt to get control of the ball.

A point is awarded to the team that succeeds in recovering the ball.

Points are also scored for each foul shot scored.

When a player has attempted five shots, the players rotate their positions.

THE DRIBBLE



ANALYSIS

The dribble is used to advance the ball to the forecourt, move to an offensive position, or to get past an opponent.

The dribbling position includes bent knees, straight back, head up, looking ahead.

The ball is controlled by the fingertips, pushing the ball ahead, not slapped.

The hand gives with the ball on its upward flight for better ball control.

The ball should be held as close to the body as possible, without hitting the knees.

The lower the dribble, the more difficult it will be for a defense man to steal the ball.

The ball should be kept away from the defense man.

TEACHING CUES

Keep the ball below the waist.

Push-don't bat the ball.

Eyes should be ahead on the opponent, not on the ball.

Fingers should be well spread out with the hand relaxed.

Keep the body low.

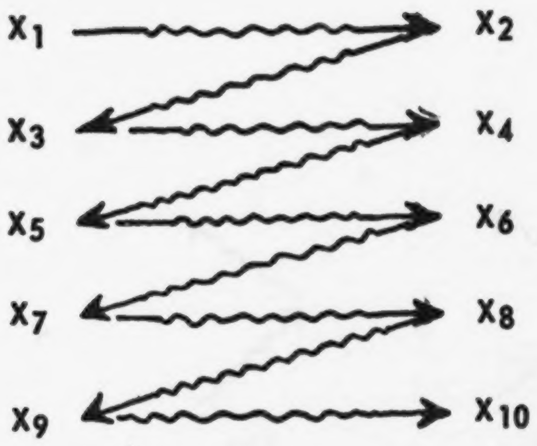
Push the ball out before the feet move, otherwise it will be a violation-traveling.

Keep your body between the ball and your defensive opponent.

Learn to alternate hands.

APPLICATIONS

ZIG-ZAG DRIBBLE



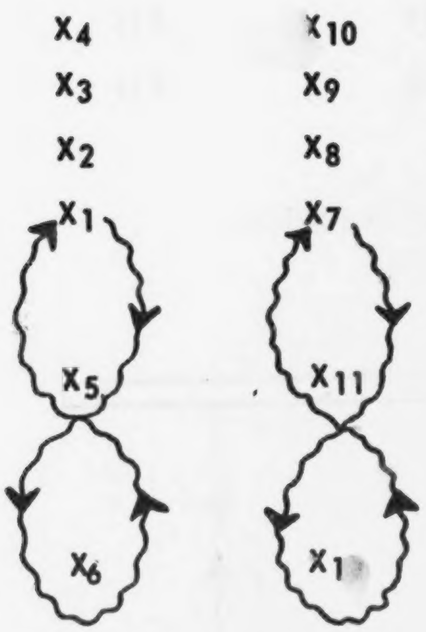
Two squads face each other.

X-1 dribbles over to X-2, who receives the ball and dribbles to X-3, etc.

Each player moves towards the dribbler to receive the ball.

When the ball reaches X-10, it then goes back down the line, reversing the order of movement.

IN AND OUT DRIBBLE



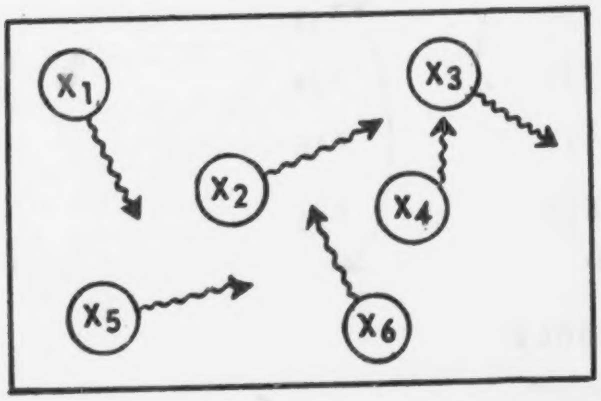
Leaders are used as posts spaced 10 feet apart. Chairs or traffic stanchions may be substituted.

A player dribbles in and out, keeping the ball low and away from the post by changing hands.

When he returns to his own position, he pushes the ball off to X-2 who repeats the performance.

When all have finished, new players are assigned to the post position.

DRIBBLE TAG



Each player starts with a ball. At a signal all start to dribble.

Dribbler who is "it" attempts to tag another player while dribbling.

Players must stay within their prescribed areas.

Variations may include right or left-hand dribble only, or a player may be eliminated when tagged.

If a player loses control of the ball, he may be eliminated.

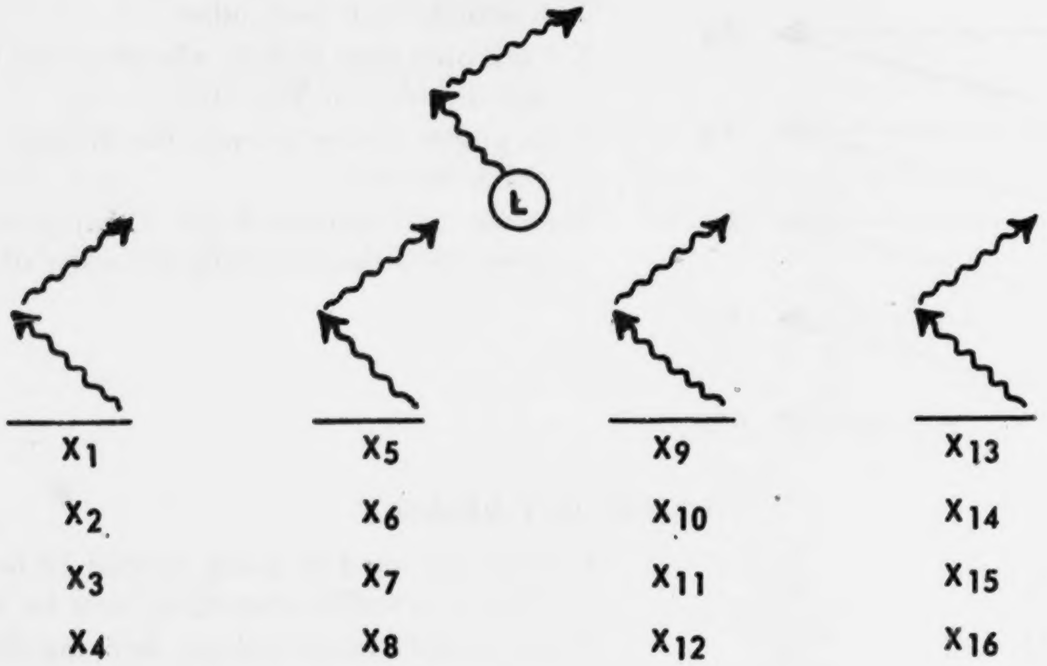
The leader or "it" may be varied.

FOLLOW THE LEADER

One player is designated as the leader (L), as shown on next page.

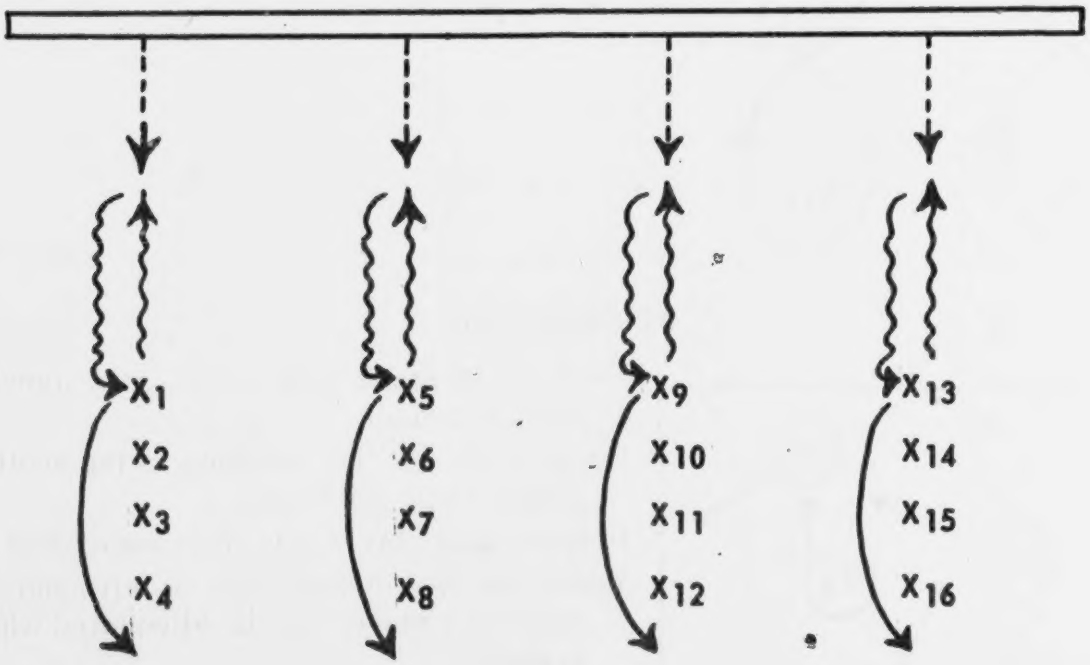
All dribblers watch the leader and dribble in the direction that the leader dribbles, or signals. Heads must be kept up. The teacher may give hand signals at the head of the line.

Variations may include elimination when control of the ball has been lost, or stop-and-go signals.


L
X1
X2
X3
X4
X5
X6
X7
X8
X9
X10
X11
X12
X13
X14
X15
X16

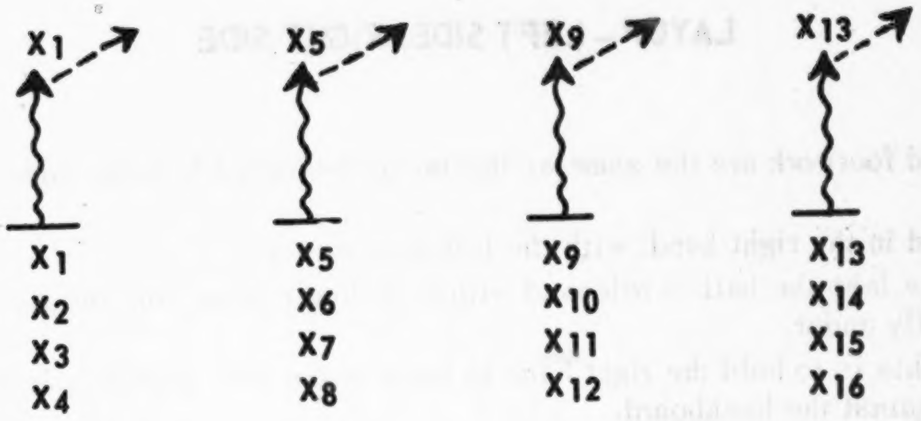
DRIBBLE AND PASS

Each man dribbles to within 20 feet of the wall, as illustrated below.
He passes the ball against the wall, recovering his own ball.
He then dribbles back again and passes to the next man.


X1
X2
X3
X4
X5
X6
X7
X8
X9
X10
X11
X12
X13
X14
X15
X16

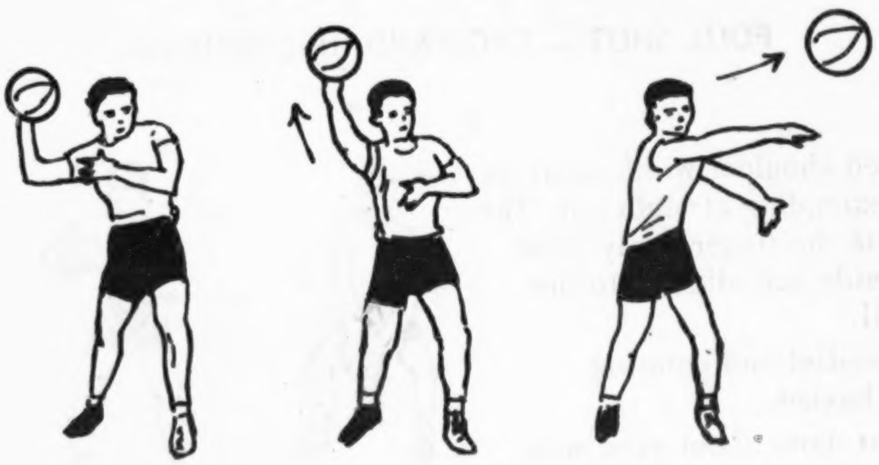
STOP AND GO DRIBBLE

Teacher or leader, using a whistle, controls the dribblers.
One whistle means *stop*, and two whistles means *proceed forwards*.
Variations may include three blasts which means *retreat*, and four whistles which may mean either *right* or *left*.
Other variations may include *pivot right* when stopped, or the use of the *opposite hand*.



GRADE 9: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

BASEBALL, OR OVERARM PASS



ANALYSIS

From a stride stance, with the left foot in front, the ball is held securely with the right hand in back of ball, and the left hand in front to steady it.

The ball is brought up and over to the overhand baseball throw position.

The wrist is slightly cocked.

Using a turn of the body for leverage, and a snap of the wrist, the ball is released.

As the ball is released, the left foot steps forward, the throwing arm straightens up, and the arm follows through in the direction of the pass.

TEACHING CUES

Aim for the chest of the receiver. Keep your eyes on the receiver.

Have the ball come directly off the fingertips, so that the ball will not get a curving spin.

The ball must be raised high enough in a three-quarter arm baseball position.

Make sure that the throwing hand is behind the ball.

Control the speed of the ball to the distance to be thrown.

The right elbow should be bent before releasing the ball.

APPLICATIONS

See drills for the Chest Pass.

Distance should be greater for this type of pass.

LAYUP – LEFT SIDE; RIGHT SIDE

ANALYSIS

The stance, and footwork are the same as the layup described from the right side, on page 31.

The ball is held in the right hand, with the left hand on top.

At the top of the leap the ball is released with a sliding motion, and the right hand is turned slightly under.

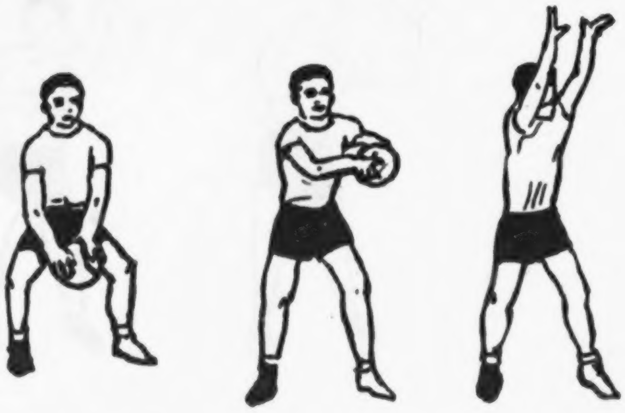
A variation of this is to hold the right hand in back of the ball, and give it a push shot technique against the backboard.

TEACHING CUES: Same as right handed layup. See illustration, page 31.

APPLICATION: See right-handed layup drills.

FOUL SHOT – TWO HAND, UNDERHAND

ANALYSIS



The feet are placed shoulder width apart on the foul line, extending straight out. The ball is held with the fingers only, with the grip at the side and slightly to the back of the ball.

The thumbs are parallel and pointing directly at the basket.

The ball is brought down about even with the knees, with the wrists bent back somewhat, and the thumbs pointing slightly downwards. Bring the ball forward and upwards, releasing it with a full extension of the arms. Hold the follow through of the arms until the ball goes through the basket, rising on the toes at the release. Legs and trunk straighten up at the release.

TEACHING CUES

Feet must stay off the foul line.

Eyes are focused on the front rim at all times.

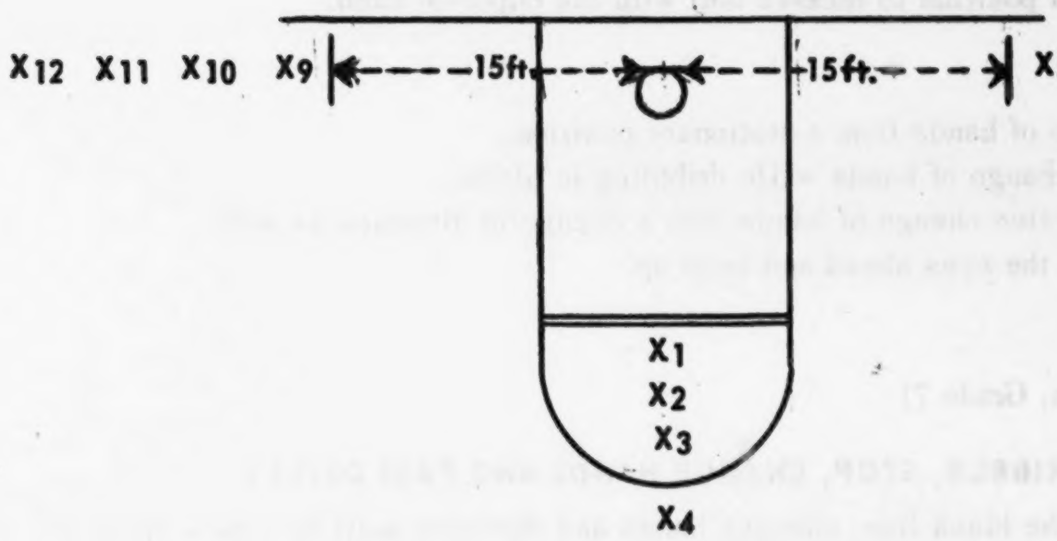
Take a relaxed easy position at the foul line.

The spin will be taken care of in the release and snap of the wrists.

Aim the ball at an arc of about forty-five degrees. Aim the arms and fingers towards the crack made by the wall and the ceiling.

APPLICATIONS

FOUL SHOT DRILL #1.

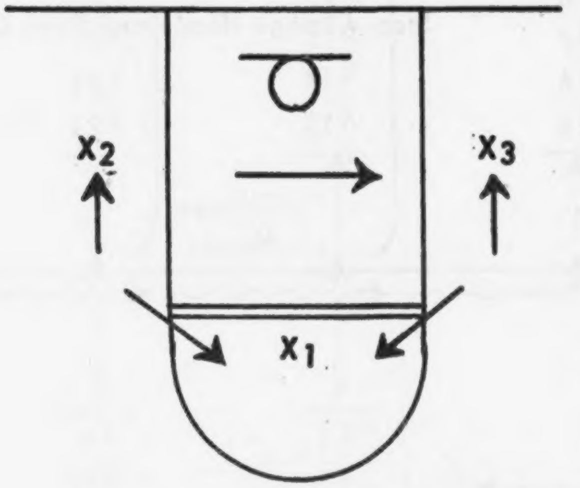


Three squads of players line up at spots designated in the diagram above, behind X-1, X-5, and X-9. Three basketballs are used.

Each player shoots his foul shot and then moves in to retrieve his own ball, passing back to the next player on the line.

Spots are designated fifteen feet away parallel to the backboard face, as well as from the foul line.

FOUL SHOT DRILL #2.



The shooter at the foul line takes three shots. See diagram above.

If successful, in all three shots, he continues until he misses.

Men at each side of the key recover the ball and feed it to the shooter.

Rotate clockwise.

DRIBBLING

(Change of Hands and Change of Direction)

ANALYSIS

Keep the body between the defensive man and the ball.

Ball is pushed to opposite hand by the dribbling hand from behind.

Fingers make contact with the ball on the new side.

Body should be in a position to receive ball with the opposite hand.

TEACHING CUES

Practice the change of hands from a stationary position.

Then practice the change of hands while dribbling in place.

Have the class practice change of hands with a change in direction as well.

Emphasize keeping the eyes ahead and head up.

APPLICATIONS

(See dribbling drills, Grade 7)

DRIBBLE, STOP, CHANGE HANDS AND PASS DRILLS

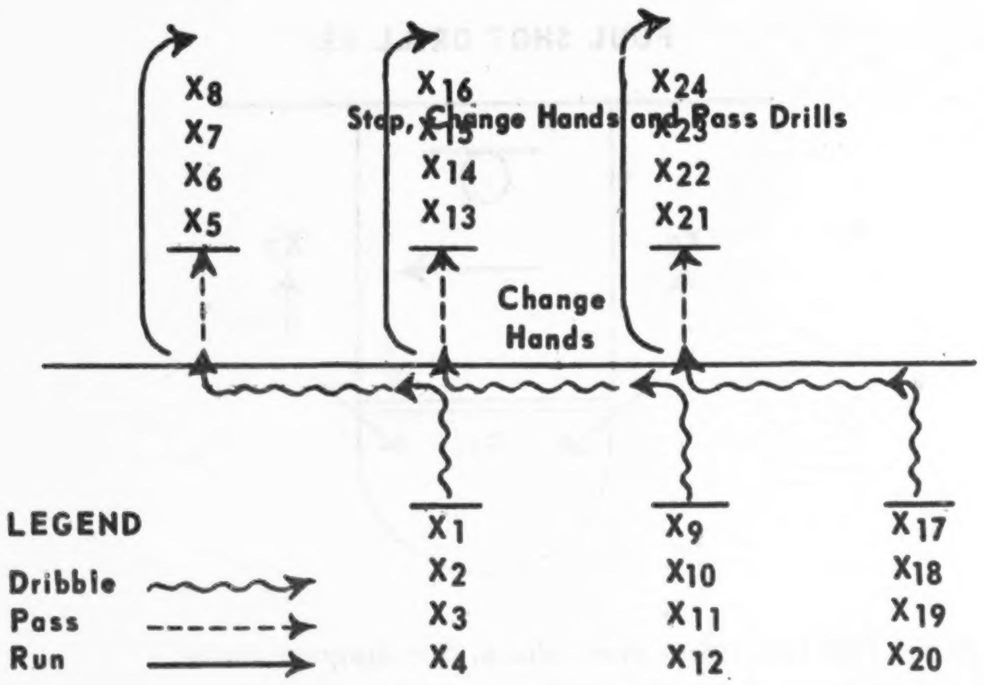
X-1 dribbles up to the black line, changes hands and direction until he comes opposite player X-5. (See diagram below.)

He passes the ball to X-5 and runs to the end of the line.

X-5 repeats the drill moving towards X-2.

The same drill is repeated by X-9 and X-17.

Variations can include a stop and pivot before passing off.


X8
X7
X6
X5
X16
X15
X14
X13
X24
X23
X22
X21
Stop, Change Hands and Pass Drills
Change Hands
LEGEND
Dribble
Pass
Run
X1
X2
X3
X4
X9
X10
X11
X12
X17
X18
X19
X20

MAN FOR MAN DEFENSE: BASIC STANCE AND FOOTWORK

ANALYSIS

Good body balance is important with the legs over the trunk.

An aggressive crouched position with the legs well spread apart and the feet flat on the floor for a possible lateral or backward glide.

One hand should be up and the other outstretched.

Eyes should be focussed on the offensive player, with peripheral vision developed, and without turning the head.

The lateral glide should be taken with a glide and shuffle step.
The open stance in the boxer's ready position is basic.

TEACHING CUES

Have the class assume the ready position from their floor spots.
Correct body balance.
Using hand signals, have the class step and glide laterally right and left.
Illustrate the boxer's shuffle when coming up on a man with the legs apart.
Illustrate the value of the use of the hands and arms.
Emphasize the importance of not turning the head, or taking the eyes off the opponent.

APPLICATIONS

Mass drill without the ball.
On signal the class executes the lateral glide, forward shuffle, backward glide, and pivoting on balls of the feet.

ELEMENTS AND THEORY OF 2-1-2 ZONE DEFENSE

ANALYSIS

Each defensive man has a part of the court or a zone to cover. This is his main responsibility.
He moves across his zone and slides into position to cover any man or the ball when it comes into his zone. He plays towards the ball.
Since zones overlap, he also covers part of his team mate's zone.
Each of the back men have a responsibility for getting a rebound position when a shot is taken.
The zone is often used in conjunction with a fast break attack.

TEACHING CUES

A blackboard or magnetic board is valuable for illustrating zones, and position of defensive players.
A demonstration of the movement of players can be useful in getting across important elements of the zone defense.
A demonstration game can illustrate important points to be remembered in playing the zone.
It is important to emphasize that the zone is best taught only after man-for-man defense has been mastered.

APPLICATIONS

Blackboard and magnetic board talks.
Demonstration lesson.
Demonstration game.

GIVE-AND-GO OFFENSE MANEUVERS

ANALYSIS

Ball is passed to a team mate, usually placed in the bucket position.
The passer attempts a feint and cuts for the basket.

He receives a return pass from the bucket man.

Variations on this basic play may be built up.

TEACHING CUES

Receiver moves out to meet the ball.

Passer passes off as soon as the ball hits his hands.

The cutter should aim to take his defensive man in close to the bucket man to set up a screen.

Variations such as a fake pass, turn and hook shot by the bucket man can be practiced after the basic play with basic moves are mastered.

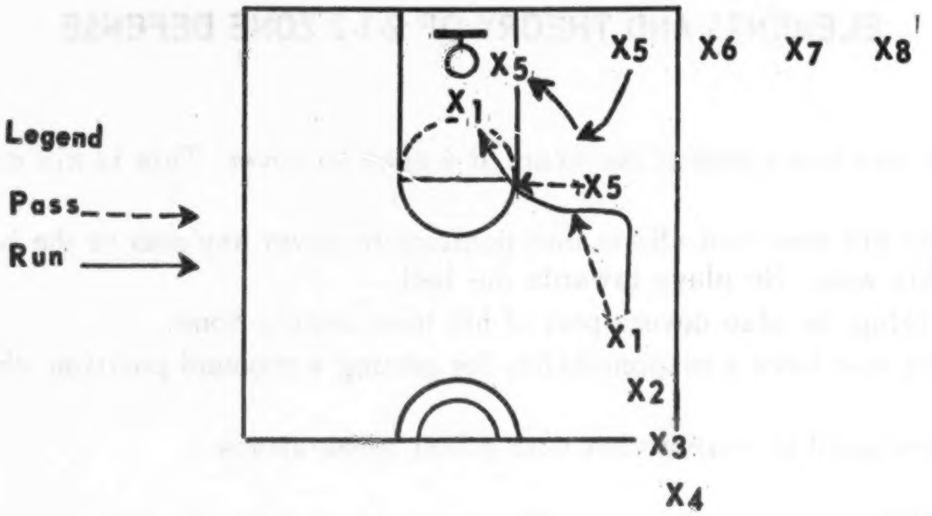
Defensive situations based upon this play may also be explained to the class.

Practice at first should be only with the offensive alignment.

When the basic play has been mastered, defensive assignments may be added.

APPLICATIONS

GIVE-AND-GO PLAYS WITH VARIATIONS.



X-5 moves into the bucket position with his back towards the basket.

X-1 passes to X-5, executes a two-way cut close to X-5.

He receives a return pass, and if close to the basket takes either a jump shop, a push shot, or dribbles in close for a layup. X-5 executes a pivot for rebounding position.

VARIATIONS

X-5 fakes a return pass to X-1, pivots and takes a hook shot.

X-1 draws X-5 defensive man towards him and gives a return pass to X-5 for a shot.

X-5 dribbles behind X-1 in a moving screen and executes a jump shot behind X-1.

X-1 stops in front of the basket, and X-5 dribbles behind him for a second screen and either a jump shot, or a layup.

GRADE 10: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS
ONE-HAND; SIDEARM BOUNCE PASS

ANALYSIS

Body position is the same as for the Baseball Pass.

Ball is brought to the side about shoulder height.

The position of the hands and fingers is the same as that for the Baseball Pass.

The follow through includes stepping with the front foot, snap and straightening of the arm and wrist.

The ball is aimed downwards about six to eight feet in front of the receiver, to bounce up waist high.

Have the ball come directly off the fingertips to prevent spin so that the ball will not get a curving motion.

TEACHING CUES

See cues for the Baseball Pass.

Review the baseball pass before teaching sidearm pass.

This is a valuable pass for distances greater than half the width of the court, where a defensive man intervenes between the passer and the receiver.

The pass is particularly valuable in breaking up a zone defense.

Emphasize the snap of the wrist, the finger follow-through, and the straightening of the arm.

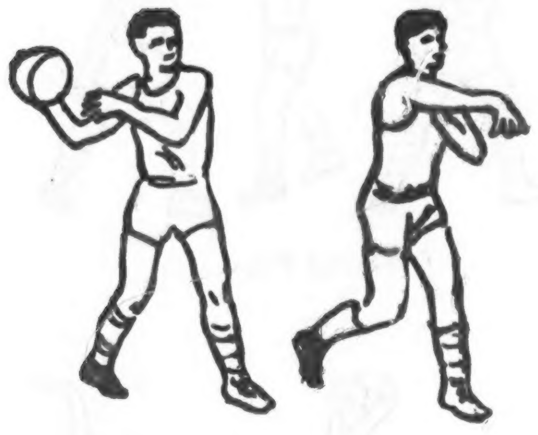
APPLICATIONS

See passing drills under chest and baseball pass (Grade 7)

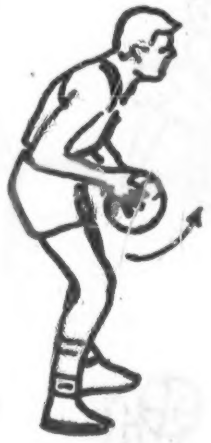
OPTIONAL SKILLS

On this and the opposite page will be found illustrations of optional skills in Basketball. For Analysis, see bibliography and suggested references, page 55.

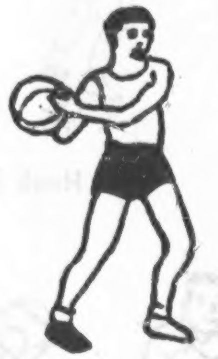
For Applications, see passing and shooting drills in previous section.



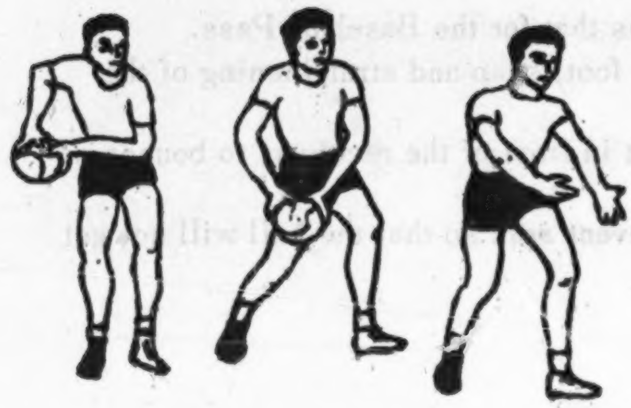
One-Hand Sidearm Pass



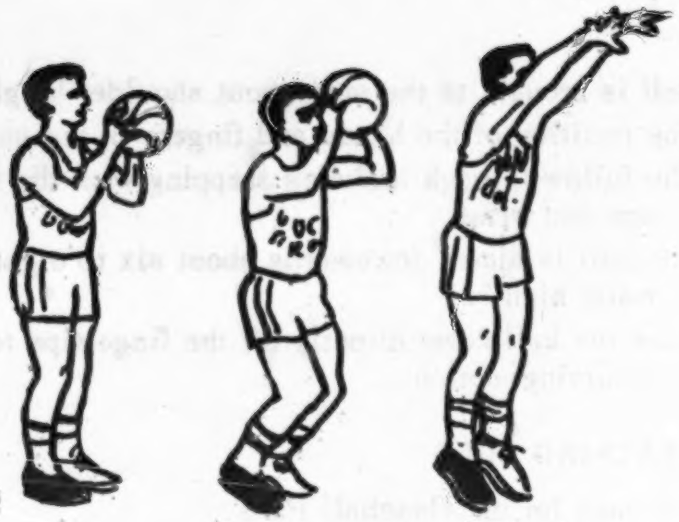
Underhand Feed Pass



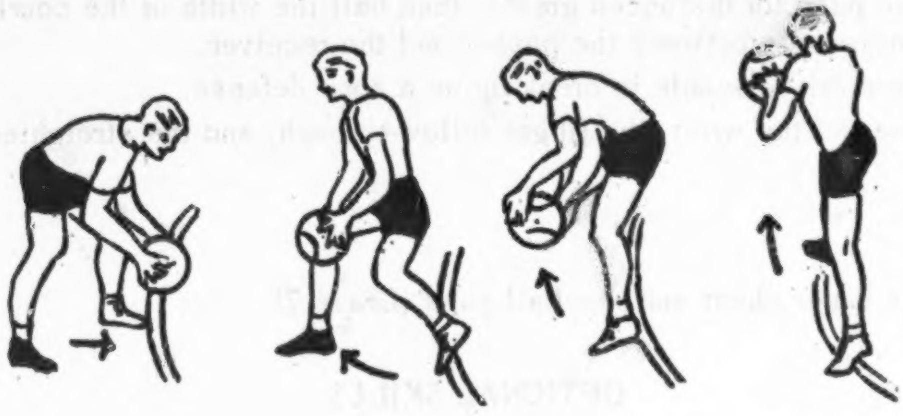
Two-Hand Sidearm Pass



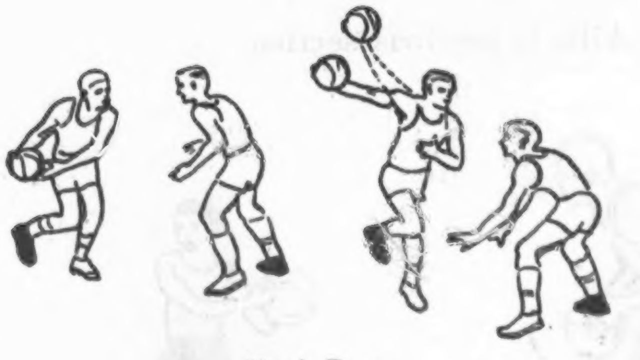
Shovel Pass



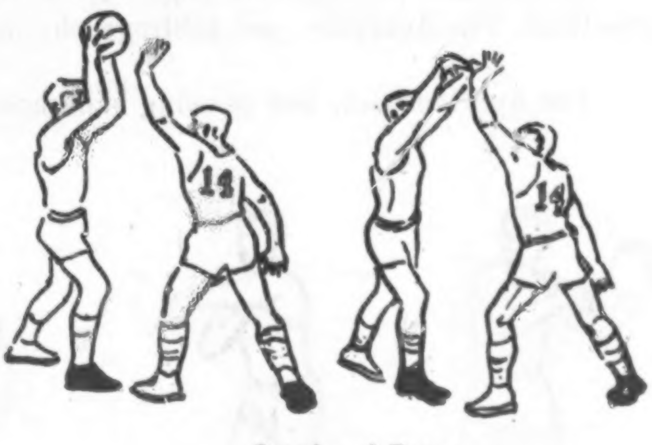
Two-Hand Set Shot



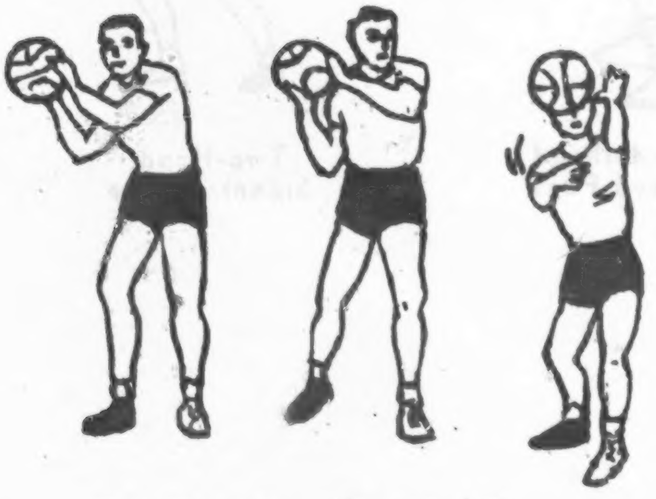
Pivot



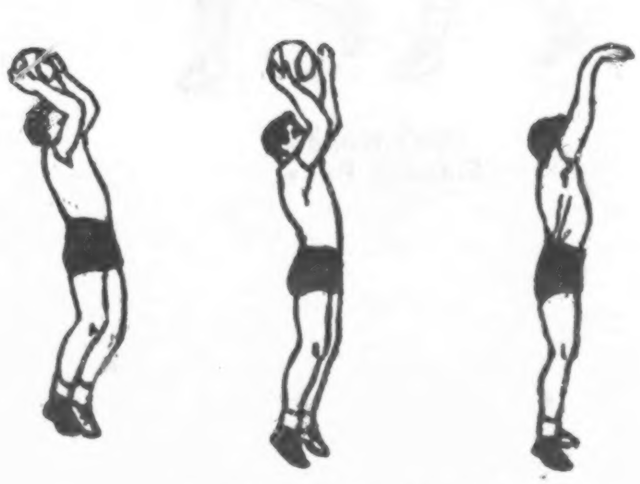
Hook Pass



Overhead Pass



Two-Hand Over Shoulder Pass



Jump Shot (One Hand)

LEFT SIDE; LEFT HANDED LAYUP

ANALYSIS

The movement is the same as the righ handed layup from the right side.

TEACHING CUES

Have player stand underneath the basket, holding the ball with the left hand underneath.

Push the ball upwards turning the wrist over to impart spin to the ball.

Have the pupils practice this skill until they have developed some coordination in the use of the left hand.

Further strengthening of the left hand can be accomplished by one hand passing drills using the left hand as the passing hand.

The layup drills should only be used after the student has developed some strength and coordination in the use of the left hand.

APPLICATION: Use same drills as for the right handed layup.

ILLUSTRATION: See layup illustration

HOOK SHOT

ANALYSIS

The pivot or hook shot can be used by all players, but usually by the center or forwards.

The players receives the ball with his back partially towards the basket.

He takes a long, diagonal stride and begins to turn with his shoulders and head so that he can see the basket as soon as possible.

He has good balance, with the weight over his right foot.

The ball is held about shoulder height, with the right hand under the ball, and the left hand on top to steady the ball.

The right arm is then extended and the arm brought straight up, and close to the right ear.

At the top of the spring, the right hand will be held on top of the ball.

The ball is rolled off the fingertips with a downward movement.

The player completes his full turn and after releasing the ball, lands with his body facing the basket for the rebound.

TEACHING CUES

Practice and review the hook pass to get the feel of "hooking" the ball.

Practice the long diagonal stride step before the position of the arms, or release is taught.

Have the pupils practice the hook shot first from a stationary position, and then combine it with the pivot movement of the legs and body.

Emphasize the right hand held at the extreme top of the ball before the release.

Remind the class, as a self-check, to look at the position of the body after the release. The body should be in a position for rebounding after the ball is shot.

The position of the head and eyes looking over the shoulder should be stressed.

APPLICATION

See drills on shooting.

JUMP SHOT

ANALYSIS

See analysis for the one-hand shot.

In the jump shooting position the shooter takes a short stride stand, leaps upward from a crouched position.

The ball is cradled with the right hand in back of the ball, and the front of the ball is steadied by the left hand.

The elbow of the shooting hand is towards the basket.

The ball is held on the fingertips.

At the height of the leap, the ball is brought above the head.

At the release, at the top of the leap upward, the left hand is dropped away, the right arm is extended, and the wrists and fingers snap toward the basket.

The shot is usually aimed directly over the front rim without using the backboard.

TEACHING CUES

Stress the leap upwards.

The position of the ball on the fingertips is important.

The full extension of the arm at the height of the spring will insure a proper arc to the ball.

At the finish, check the fingertips aiming directly at the basket.

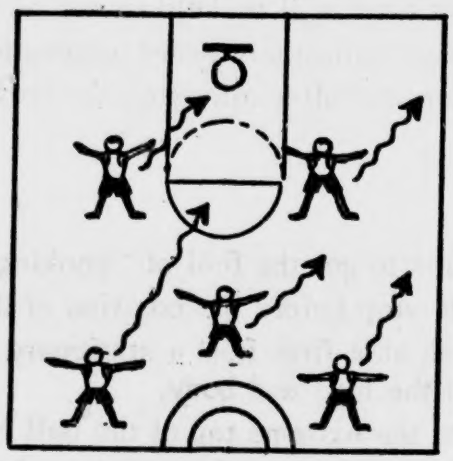
Teach the upwards spring with an imaginary ball as a warmup exercise.

APPLICATION: See drills on shooting.

ILLUSTRATION: See jump shot on page 45.

THREE-TWO-ZONE DEFENSE

ANALYSIS: See diagram below.



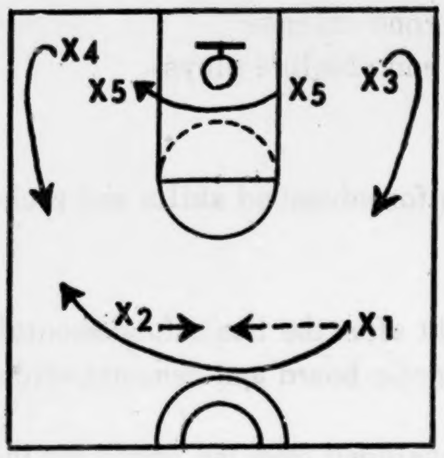
TEACHING CUES: See teaching cues for 2-1-2 zone defense. (Grade 9.)

APPLICATION: See application for 2-1-2 zone defense. (Grade 9.)

HORSESHOE WEAVE

ANALYSIS

See Diagram below.



TEACHING CUES

Have a demonstration of the movement of each man by skilled players.

Use blackboard or magnetic board for illustration.

Emphasize basic pattern of movement.

Have five players go through basic pattern without the ball, before starting movement with the ball.

APPLICATION

Horseshoe weave drill. (See below)

X-1 starts with the ball. He passes to X-2 who advances to receive the ball.

At the same time X-3 and X-4 execute an outside pivot and come towards the center of the floor where X-3 receives a pass from X-2.

Similarly X-4 receives a pass from X-3.

The basic pattern is in the form of a horseshoe.

X-1 and X-2 after passing move towards the corner to execute the same movement as X-1 and X-2.

X-5 moves from side to side to receive a pass for a give and go play, or for screening moves.

The drill can start with but four men, omitting X-5. Later he may be added to make the team and movement complete.

GRADE 12: ADVANCED AND OPTIONAL SKILLS

ADVANCED SKILLS (To be taught after basic skills have been mastered)

1. Layup under the basket, backhand
2. Fall away jump shot
3. Rebound skills, and tap in
4. Pivot, fakes, and hook shot
5. Techniques of defensive switches on screens

6. Techniques of boxing out offensive opponent
7. Zones and theory of 2-3 and 1-2-2 zone
8. Zone defense combined with fast break attack
9. One-on-one offensive tactics
10. Two-on-two offensive tactics with screen variations
11. Techniques of breaking the zone defense
12. Set plays under the basket, and sideline plays

ANALYSIS

See bibliography and references for advanced skills and techniques.

TEACHING CUES

Advanced skills should be taught after the basic fundamentals have been mastered.

The use of the blackboard, magnetic board and demonstrations are valuable aids in this portion of the unit.

Advanced theory can be best developed from the needs for these techniques when they arise from playing the game.

Intrasquad and intramural tournaments will act as strong motivation devices for introducing advanced techniques.

APPLICATION

The application of these advanced skills can best be accomplished through game and competitive situations.

OPTIONAL SKILLS

Shovel or underhand pass
Handoff, or feed pass
Two hand overhead, or over the shoulder pass
Two hand set shot
Two hand, underhand foul shot
Elements and theory of other zone defenses
Figure eight, modifidied horseshoe, and other offensive weaves and patterns

ANALYSIS: See bibliography and references for advanced skills.

TEACHING CUES: See teaching cues under passing, shooting, etc.

APPLICATION: See drills for passing, shooting, etc.

MODIFIED OR LEADUP GAMES

One-Goal Basketball
Six-Hole Basketball
Speed Shooting
Spot Shot
Keep Away
Spot Shot Twenty-one
Run and Shoot
Captain Ball

Area Basketball
End Ball
Sideline Basketball
Three Man Basketball
Horse (Follow the Leader Shooting)
One Goal, No Dribble Basketball
Stall and Press

EVALUATION

GRADE ACHIEVEMENT STANDARDS

Pupils should be able to demonstrate the skills and appropriate knowledge as indicated:

GRADE 7

Catching a basketball
Two-hand chest and bounce pass
Simple right-handed layup from right side of the basket
One-hand foul and push shot
Straight away dribbling
Rules related to the above skills

GRADE 9

Baseball or overarm pass
Layup from left side of the basket
Underhand foul shot
Dribbling with change of hands and direction
Basic stance and footwork in man-for-man defense
Theory and elements of 2-1-2 zone defense
Give-and-go play with variations

GRADE 10

Other types of passes such as sidearm bounce pass
Layups using the left hand
Other types of shots such as the hook shot, and jump shot
Basic elements in the man-for-man defense
Basic theory in the 3-2 zone defense
Other types of offensive maneuvers using the give-and-go with screening situations
Rules involving essential skills

GRADE 12

Fundamental skills in catching, passing, shooting, and dribbling
Basic essentials of man-for-man and zone defense
Advanced skills such as fall away jump shot, pivot, and hook shot
Advanced skills in layup such as backhand layup
Advanced skills in feinting, dribbling, pivoting, and shooting
Advanced skills in defensive tactics
Elements and theory of variations in zone defense
Ability to play the game with knowledge of rules and basic skills

SUGGESTED SKILLS TESTS

WALL BOUNCE TEST

To develop: a) skill in catching and passing a basketball
b) coordination in ball handling

DESCRIPTION:

Pupil stands five feet from a flat wall, with a basketball in his hands. At the signal he successively bounces the ball against the wall, and catches it. Time is 15 seconds. The score consists of the number of times he catches the ball. See illustration, on page 30.

P.S.A.L. FIFTEEN SECOND GOALS

To develop: a) hand, eye coordination
b) layup ability

DESCRIPTION:

See *Resource Bulletin*, Page 8.
Score is the total number of goals scored in fifteen seconds.

MODIFICATION OF EDMONDS REACTION TIME TEST

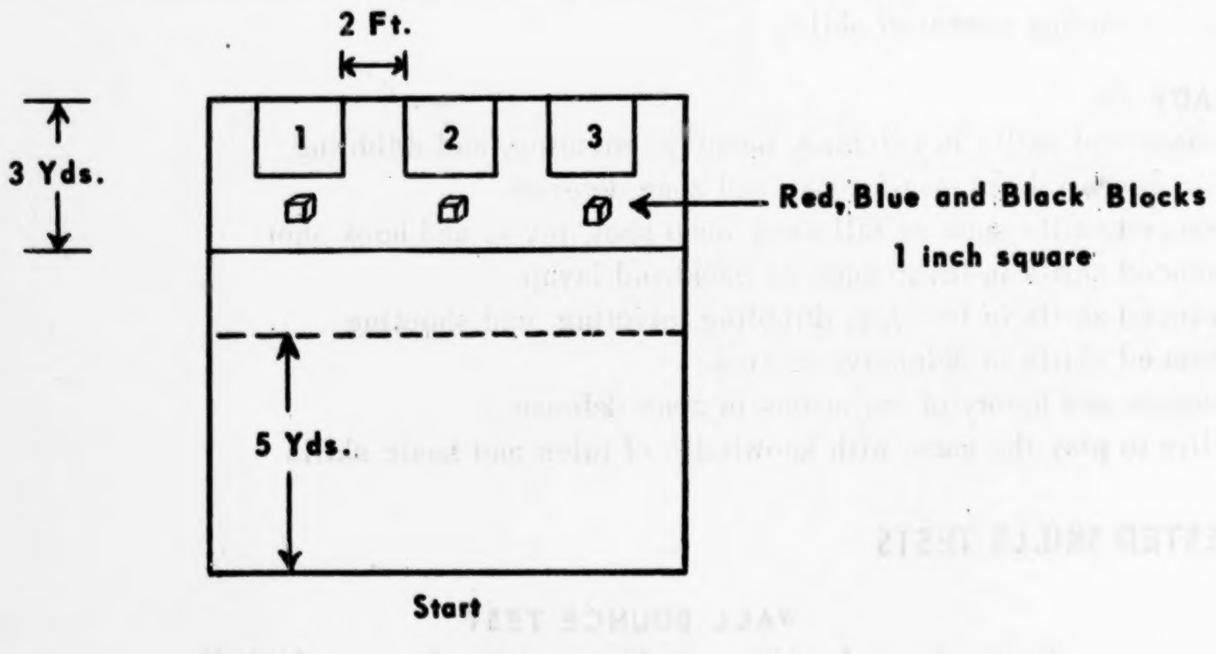
To develop: a) speed of reaction time
b) speed and agility while making decisions
c) speed and change of direction

DESCRIPTION:

(See diagram below.)

Pupil starts with his back to the starting line. At the signal he turns and runs to the blocks placed seven yards from the starting line. As he passes a dotted line five yards from the starting line, the examiner calls the color of a block and the numbered square he is to place the block in. For example he calls, "Red, three!" Pupil picks up the proper block and places it in the proper square.

He then is told to pick up a second block and place it in the proper square. The third block is placed in the final empty square without any further direction. Time is scored for finish endings across the starting line. The score is the average of two trials. Note: Placement of the wrong block in the wrong square results in a zero score for the trial.



ACCURACY PASS

To develop: accuracy in passing

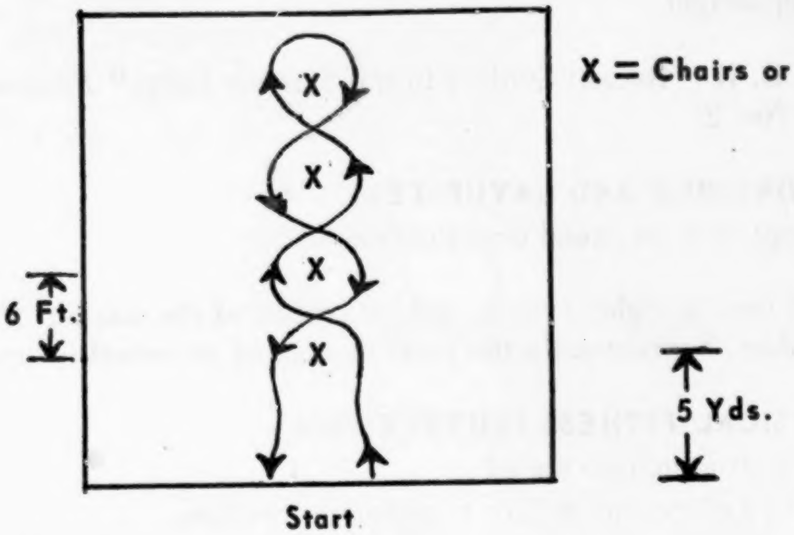
DESCRIPTION:

Five concentric circles are drawn on the wall, with diameters respectively of

1, 2, 3, 4, and 5 feet. Pupils stands at 6 feet for 10th year, 8 feet for 11th year, and 10 feet for 12th year. Pupil passes the ball attempting to hit the innermost target. Each pupil gets five tries. Accuracy is scored 10, 8, 6, 4, 2, 0.

OBSTACLE DRIBBLE

To develop: a) skill and speed of dribbling
b) hand, eye, foot coordination
c) agility, and ability to change direction



DESCRIPTION:

(See diagram above.)

Pupil dribbles around the chairs or traffic stanchions. If pupil loses control of the ball, he is given a second trial. If he loses control of the ball after two trials, his score is zero. Score is the total time elapsed. Each pupil is given two time trials.

FORWARD AND BACKWARD SHUFFLE RUN TEST

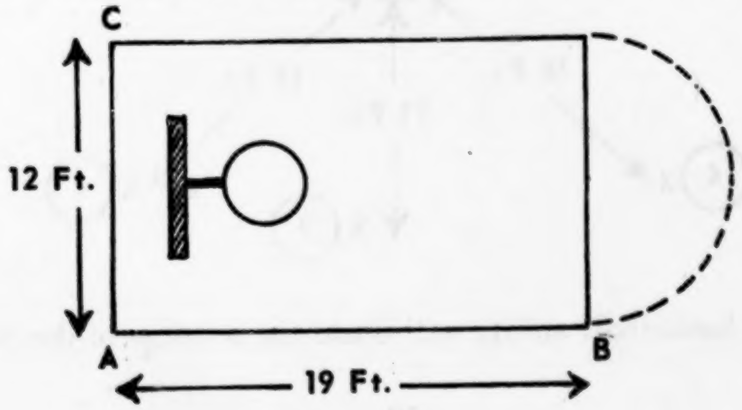
To develop: defensive agility and footwork speed

DESCRIPTION:

(See diagram on page 53.)

Pupil starts at line "A" with both feet over the line. At the signal, pupil shuffles sideward (he may not cross his feet, or turn sideward) until both of his feet are clearly over line "B". He then returns to line "A". He repeats this performance so that there are a total of four sideward shuffling movements. Without stopping he shuffles forward past line "C", and then backward to line "A". This is done a total of four times. The score is the total time elapsed.

Forward and Backward Shuffle Run Test



SARGENT JUMP HEIGHT TEST

To develop: a) jump height ability
b) potential rebounding ability

DESCRIPTION:

Pupil stands sideward to a wall. He holds a one-inch piece of chalk. He stretches up on his toes, as far as he can reach, maintaining contact with the floor and makes a mark. At a signal he jumps and makes a second mark against the wall. The difference between the two marks is his jump height.

Standards, see: McCloy, C. H. "Recent Studies in the Sargent Jump," *Research Quarterly*, May, 1932; Vol. III, No. 2.

DRIBBLE AND LAYUP TEST

To develop: a) Foot, hand coordination ability

Pupils dribble in from 15 feet in right, center, and left sides of the basket. Three trials from each position are taken. Score equals the total number of successful layups.

PHYSICAL FITNESS SHUTTLE RUN

To develop: a) stop-and-go speed
b) agility and ability to change directions

See description in Test Booklet of A.A.H.P.E.R. Physical Fitness Test.

FOUL AND SET SHOT TEST

To develop: accuracy of foul and set shooting

a. *Foul Shot*

DESCRIPTION:

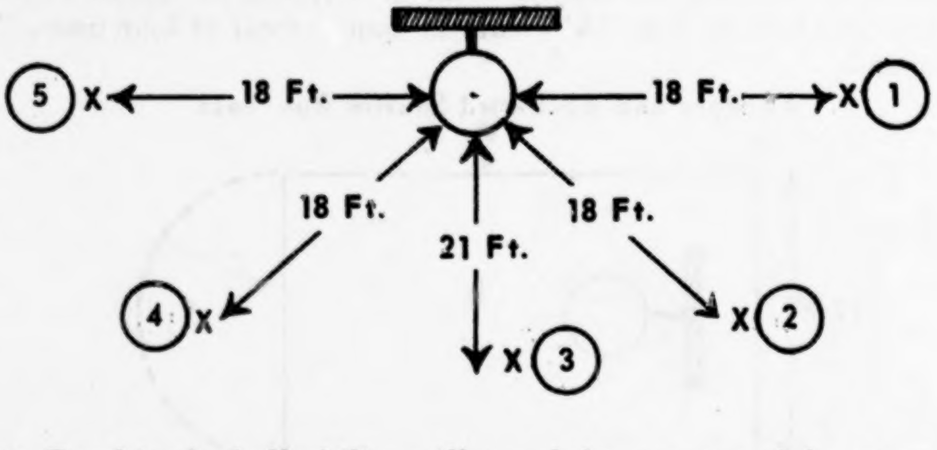
Pupil takes ten shots from the foul line. Score is total number of successful shots.

b. *Set Shot*

(See diagram below.)

Pupil takes two shots from each of the locations below.

Score is the total number of successful shots multiplied by 2.



***SUGGESTION:** Total basketball ability will equal the average of the scores achieved on all ten tests.

For Knowledge Tests: See *Resource Bulletin*, pp. 8-10.

GAME SITUATION TEST

If time permits, a teacher may test six pupils at a time in a three-man basketball game. The following criteria may be used:

1. Does he catch a basketball without fumbling, with sureness, and with body readiness to pass off quickly?
2. Is his body in proper position and balance to pass a basketball accurately?
3. Does he have his passes intercepted?
4. Does he have an acceptable standard of form in foul and set shooting?
5. Does he dribble with good ball control, protecting the ball, and without losing the ball? Does he dribble too much for the game situation?
6. Does he move properly in anticipation of receiving the ball?
7. Does he place himself in good defensive position at all times? Does he have good body balance?
8. Is he in good position for rebounding? Does he have good spring? Does he make best use of his hands, arms, and body in rebounding? Does he time his rebound properly?
9. Does he use his team to assist in scoring by the team, such as screening, change of direction, etc.?
10. Does he know the rules of the game as evidenced by avoiding such common violations as double dribble, palming, traveling, excessive personal fouls, etc.?

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MODEL LESSON PLAN (See Appendix A)

AUDIO-VISUAL AIDS (See Appendix B)

CHAPTER III

BASEBALL AND SOFTBALL

Baseball has been called the great American game. Present-day rules and dimensions of the playing field have been attributed to General Abner Doubleday. The first game was played at Cooperstown in 1839. The game was developed from its English equivalent, "rounders," which later was known in the United States as "town ball".

Softball has carry-over values as a recreational team game. It therefore can take its rightful place in the school physical-education program. The game makes strong contributions to physical fitness, health objectives, and the worthy use of leisure time.

Since students often make strong personal identification with national sports heroes in baseball, an opportunity is presented to utilize this identification for motivation towards improved skill. The sport makes important contributions toward objectives of democratic citizenship.

Scope and sequence are given in the charts on pages 57 and 58.

OBJECTIVES

To develop an understanding and appreciation of baseball and softball as a game.

To stimulate an interest in its value as a recreational activity in adolescent and adult life.

To develop ability to catch, throw, field, and hit a baseball and a softball.

To develop strength, coordination, and agility through participation in the game.

To understand the skills and rules of the game and its application to the playing of the game.

To develop an appreciation of skillful play.

To develop personal and social attributes through participation as a team member.

APPROACH AND MOTIVATION

Baseball is truly the great American game.

Baseball has an appeal to pupils because of their personal identification with national heroes.

There are many opportunities presented for after-school play, particularly in Softball.

Have pupils identify themselves with the Spring training program in the professional leagues.

Apply the skills learned to the playing of the game in intrasquad, or intramural play.

There should be a direct relation to game situations through leadup drills, and games.

SCOPE AND SEQUENCE (Grade Placement of Skills)

CODE:
B – Basic skill to be taught in the grade (Minimum essential)
R – Review of basic skills
O – Optional skills, to be taught if time permits, or, if class progress permits
ADV. – Advanced skills, to be taught after basic skills are mastered

SKILLS	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL	
	GRADE 7 (15 Pds.)	GRADE 8 (15 Pds.)	GRADE 9 (15 Pds.)	GRADE 10 (15 Pds.)	GRADE 11 (30 Pds.)
TEAM PLAY AND STRATEGY					
Bunting, sacrifice		B	R	R	R
Bunting, Squeeze				O	ADV.
Drag Bunt for hit					ADV.
Single base steal				O	ADV.
Double Steal				O	ADV.
Delayed Steal				O	O
TEAM DEFENSE					
Infield positioning					B
Outfield positioning					B
Backing up players					
Infield				B	R
Outfield				B	R
Cut off and relay position				O	ADV.
Outfield throw to infield				B	R
Covering bases				O	ADV.
Force outs					B
Force outs, against bunts				O	O
Double play pivots				R	R
Run down plays		B	R	R	R
Tagging runners		B	R	R	R
Tagging runners, against steals			B	R	R
Throws to bases		B	R	R	R
Play situations				B	R
KNOWLEDGE AND SKILL TESTS	B	B	B	B	B
LEADUP GAMES AND DRILLS	B	B	B	B	B
CULMINATING ACTIVITY: – Games and Tournaments	B	B	B	B	B

SCOPE AND SEQUENCE (Grade Placement of Skills)

SKILLS	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL	
	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11
	(15 Pds.)	(10 Pds.)	(15 Pds.)	(15 Pds.)	(30 Pds.)
INDIVIDUAL SKILLS					
1. CATCHING	B	R	R	R	R
2. THROWING					
Overhand	B	R	R	R	R
Sidearm	B	R	R	O	O
Underhand			B	R	R
3. FIELDING GROUND BALL					
Infield	B	R	R	R	R
Outfield		B	R	R	R
4. FIELDING FLY BALLS					
Infield	B				
Outfield	B				
5. PITCHING					
Underhand, softball	B	R	R	R	R
Overhand, baseball		B	R	R	R
Overhand, with men on base		B	R	R	R
TYPES OF PITCHES					
a. Fastball	B	R	R	R	R
b. Change of pace				O	ADV.
c. Curve ball				O	ADV.
6. BATTING					
Swing and follow through	B	R	R	R	R
Bunting, sacrifice		B	R	R	R
Bunting, drag					ADV.
Place hitting					ADV.
Fungo hitting			O	O	O
7. BASE RUNNING					
Running to first base, and turn	B	R	R	R	R
Extra base hits			B	R	R
Advancing bases				B	R
Stealing, Hook slide					ADV.
Stealing, other slides					O
8. TEAM PLAY AND STRATEGY					
Batting, Hit and Run				O	ADV.

Motivation, Continued

Invite members of big-league clubs to a special assembly or to a baseball clinic.

Invite alumni who are, or have been members of professional baseball teams to speak to the gymnasium classes.

Make up a baseball bulletin board with illustrations, pictures, and charts.

Show a movie of World Series play, or of professionals in action.

Have pupils report on games that they have seen.

Have a demonstration game by members of the varsity team.

Have particularly proficient members of the staff give some demonstrations of skills and techniques in baseball.

Develop standards of skill achievement through a functioning test program.

Relate skill in softball throwing to achievement test and physical fitness tests.

Conduct rules clinics, strategy clinics, and discussion groups related to the game.

The culminating activity of an intrasquad, or intramural tournament should provide opportunity to practice skills which have been taught.

INSTRUCTIONAL MATERIALS

1. Sufficient baseballs, softballs, bats, bases to insure maximum pupil participation.
2. Soft-softballs.
3. Batting tees.
4. Baseball pitching machine.
5. Pressure sensitive tape for floor markings.
6. Small tetherballs with string for improvised batting practice indoors. (Suspended from rope supports)
7. Indoor and outdoor bases.
8. Catcher's equipment.
9. For indoor use, plastic playballs and bats are valuable.
10. Jumping pit for sliding practice.
11. Marked-off baseball areas.
12. Safety cones for marking safety areas behind batter, etc.
13. Official rule books and playing guides.
14. Instructional booklets for pupil distribution.
15. Baseball and softball areas should be marked out for play, both indoors as well as outdoors.

CLASS ORGANIZATION AND MANAGEMENT

Mass class formation may be used for demonstrating basic skills involving limited movement. This can be done from the teaching platform, or from a semi-circle formation.

The class should be broken into small teachable units or squads.

Semi-circle formations are useful in baseball for "pepper" drills, bunting, and fielding drills.

Where batting or bunting is involved, have batsman near the wall and bat the ball towards the central area. Use plastic balls, or soft-softballs.

Shuttle formations are best used in practicing fielding and throwing skills.

Soft-softballs should be used for indoor drills.

Batting tees using sponge rubber balls can be used indoors and should be placed facing mats to soften the impact of the rebound. They can be attached to the tees.

Rotation of drills will provide variety in the program.

Circle formations are useful for fielding, catching and throwing practice of skills.

Class organization should provide for practice of skills in a game situation.

GENERAL TEACHING SUGGESTIONS

Provision should be made for the elimination of foreseeable hazards.

Use modified games, contests, relays to help develop skills.

A skill that is enjoyably practiced by the class will provide a more interesting learning situation.

Use regulation rules whenever possible.

Motivate by showing how the skill can be used in the game situation.

Rules related to the skill should be introduced in its natural game situation.

Use skill practice as part of the warmup drills.

Observe pupils at play for common errors to be corrected.

Use audio-visual aids to concretize skill movements.

Provide for pupil leadership in assisting skill teaching.

Aim to have the class play the game as soon as possible so as to accentuate the necessity for further skill practice.

SAFETY FACTORS

Care and good judgment must be exercised throughout the baseball and softball programs in order to insure safety in play. This requires that a teacher be present during the period of application, and on the occasion of the game. In addition, it calls for the checking of equipment, the thorough teaching of the rules of the game, and adequate training of student leaders.

Emphasis should be placed on developing basic skills, the essentials of team play, and cooperation.

The following represent some of the more common hazards in baseball and softball:

POTENTIAL HAZARDS	PREVENTIVE MEASURES
"Glass arm" and muscle soreness from throwing.	A warm-up period should start each practice or game session.
Common injuries such as, sprains, abrasions, bone bruises of the hands and infections, particularly from unclean clothing.	Proper safety and health habits should be emphasized.
	There should be a gradual development of speed in throwing, and a thorough knowledge of skills, with emphasis upon body control.
	Old, softened softballs or sponge rubber softballs should be used for all baseball and softball skills practiced indoors. (They should be used at all times for girls.)
Ignorance of rules.	There should be rule adaptations to fit the situation such as ground rules. In gymnasium classes, particularly in softball, certain rules should be formulated to fit the situation. There are other rules that should be adapted for all gymnasium classes, for example, no sliding to bases, no stealing of bases, no standing near home plate.

POTENTIAL HAZARDS	PREVENTIVE MEASURES
Failure to use equipment.	Wear mitt, mask, chest protector, shin guards, batting helmet, and glove to avoid possible injury.
Stones and debris on the playing field.	Permit no exception to change the policy of playing on a safe field at all times.
Broken eyeglasses.	Those who must wear glasses in play should protect them through the use of eyeglass guards.
Sun-blinded fielders.	To avoid this hazard, fielders should use visors rather than sun glasses.
Injuries during practice.	Wear cleats and spikes during regulation game only. Avoid unnecessary sliding.
Weather conditions.	Players should wear uniforms of appropriate warmth and weight.
Unprotected groin.	Insist that boys wear appropriate athletic supporters.
Sliding head first.	Discourage use of this slide. Encourage the development of skill in the feet-first slide.
Baseman obstructing base in path of runner.	Teach the baseman to place his foot on the inside of the bag, not on top of it.
Baseman standing in front of sliding opponent.	Teach the baseman to place the extended ball arm in front of the base, keeping his body out of the slider's path.
Standing behind the batter.	Provide batting circles for those awaiting their turn. Have the team occupy a dugout or designated safe area. Use traffic cones to delineate safety area.
Slipped bat.	Provide a resin bag. The application of resin to the hands will reduce the prospect of a bat slipping from one's grasp. Bat handles should be well grooved.
Leaving bats strewn around.	Keep bats in a rack. Assign a leader to remove unused bats.
Home plate not flush with the ground.	If home plate is not flush with the ground, the runner's spikes may be caught in the raised portion. This may result in an ankle or leg injury. If the plate cannot be made flush with the ground, it should be loosened from its base. Thus, when the runner's foot strikes it, the plate will move. This safety factor will prevent the sudden stop that often is the cause of injury. To reduce hazards, use a rubber plate only.

POTENTIAL HAZARDS	PREVENTIVE MEASURES
Pitcher turning his head to see if the catcher is making an accurate throw to the second baseman.	At times, the pitcher will turn his back to the plate on a steal of second base. He does this because he is anxious to see the play. The catcher may throw low and hit the pitcher in the back of the head. In his follow through, the pitcher must keep his head and eyes fixed on his target. His body should be balanced and ready to move in any direction. On the catcher's throw, he should watch the ball until it goes over his head and on to second base before he turns around to see the play.
Pitching the ball while infielders are walking out to positions with their backs to the batter.	Before delivering the ball to the batter, the pitcher should ascertain whether or not his teammates have taken their proper positions, facing the batter. This will enable them to protect themselves in the event that a ball is driven toward them.
Placing the bat in front of the body while attempting to bunt.	The bat should never be placed in front of the body while attempting to bunt. If the bunt is not properly executed, there is danger that the ball may carom off the bat into the face of the batter. The batter should pivot around and face the pitcher. The weight of the body should be distributed on both feet. The left hand should be at the end of the bat and the right hand should be about the center. The bat should be held out and away from the body on a line parallel to the ground. In this position, the batter can sway his body so as to avoid being hit with a close one. In holding the bat out in front and to the right, the batter can avoid being hit with a foul tip.
Throwing the ball to a player who is not paying attention.	Throwing the ball to a player or to a group of players who are giving their attention to something else may bring injury to the individual who is throwing the ball and also to the individual who is struck by it. To avoid this, one should never throw the ball to any one who is talking to someone or looking at something that has his attention. The player to whom one is throwing the ball should be ready to receive the delivery.

GRADE 7: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

THROWING SKILLS

The type of throw varies with the kind of play. There are three types of throws, based on the place where the ball is recovered in relation to the body, the distance it is to be thrown and the speed with which it is to be thrown.

THE OVERHAND THROW

The Grip

The ball is held with the first two fingers slightly spread on top of the ball and the thumb on the bottom. The fingers rest lightly against the ball. The ball should be held by the fingers (not palmed) preferably with the first two fingers across the seams for better control. Note: The grip is so important that it is advisable to practice only with the kind of ball one is to play with in the game.

The Throwing Movement

The ball is held at about ear level, well behind the head. The elbow is back and level with the shoulder. The left foot is forward, the left shoulder pointing in the direction of the throw. The body twists forward, the throwing arm and the weight is on the rear foot. The entire body is stretched back in a lay back position. As the arm moves forward in making the throw, the upper arm is almost parallel with the ground and forms an approximate right angle with the forearm.

Just as the ball is about to be released, there is a snap action of the wrist to convey all the power to the ball. The body then twists forward; the throwing arm swings forward in the direction of the throw as a follow through; the weight is forward on the left foot. The body is then turned on the forward foot and the rear leg swings astride into a balanced position.

THE SIDEARM THROW

The full sidearm and snap sidearm throws are different from the overhand throw in initial position and timing. Otherwise the movements are similar. In the full sidearm throw, the arm is held out to the side with less bend in the elbow throughout the swing. The body pivot is emphasized.

The sidearm snap throw is used for shorter, quicker throws.

THE UNDERHAND SNAP THROW

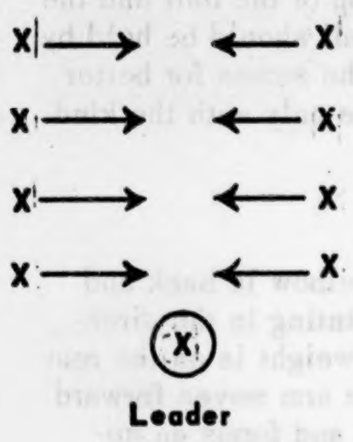
It contains all the elements of the other throws. However, the body does not straighten up.

TEACHING CUES

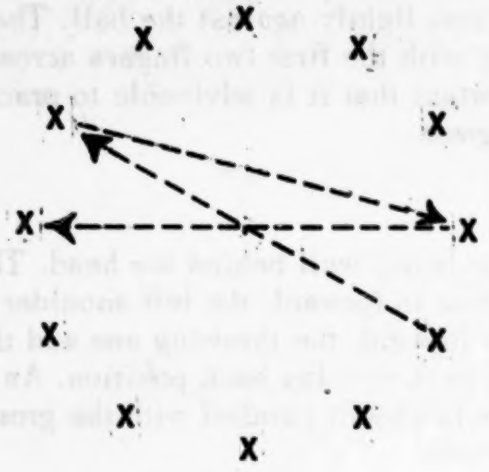
1. Analyze the position of the body in preparation for throwing.
2. Have the class practice the pivot to release full power of the throw.
3. The eyes should be focused upon the receiver as an aid to accuracy.
4. The step and transfer of weight should be done in rhythm.
5. In any throw, step in the direction of the throw.
6. Adjust the power of the throw to the distance to be covered.
7. Have the pupils placed close to each other at the beginning of the skill practice, and then gradually lengthen the distance between the lines.
8. Make sure the pupil sees daylight between the hand and the ball, to assure correct grip. Practice making the correct grip quickly without looking at the ball.
9. As the ball leaves the hand it rolls off the fingertips.
10. The wrist is cocked, and then snapped forward to release maximum power.

DRILLS FOR FIELDING, CATCHING, AND THROWING

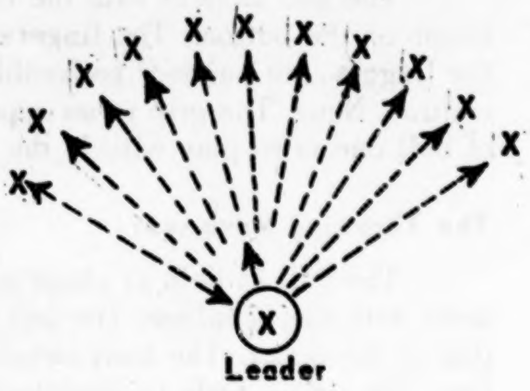
DRILL No. 1



DRILL No. 2



DRILL No. 3



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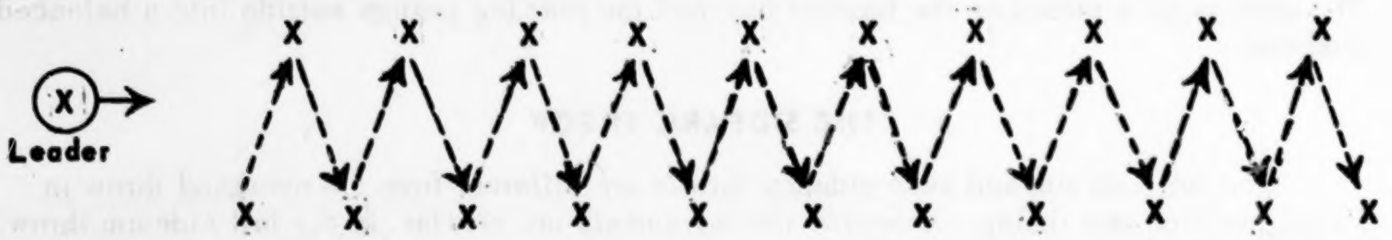
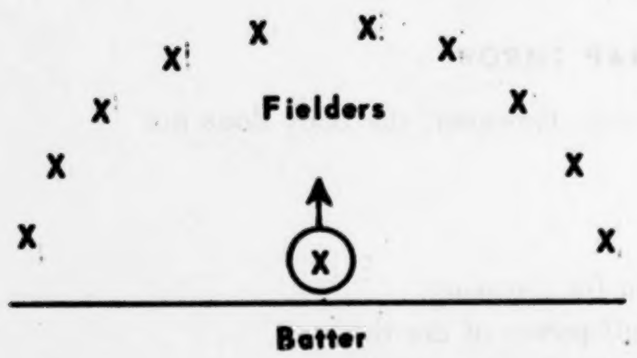
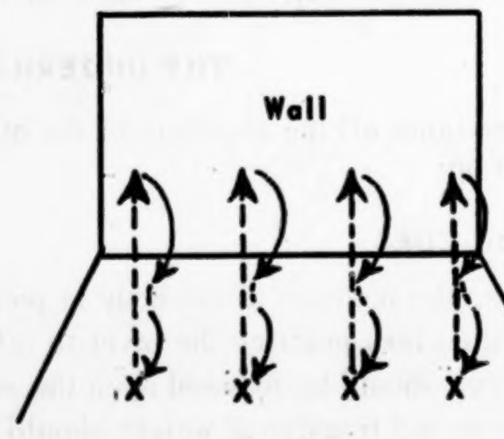


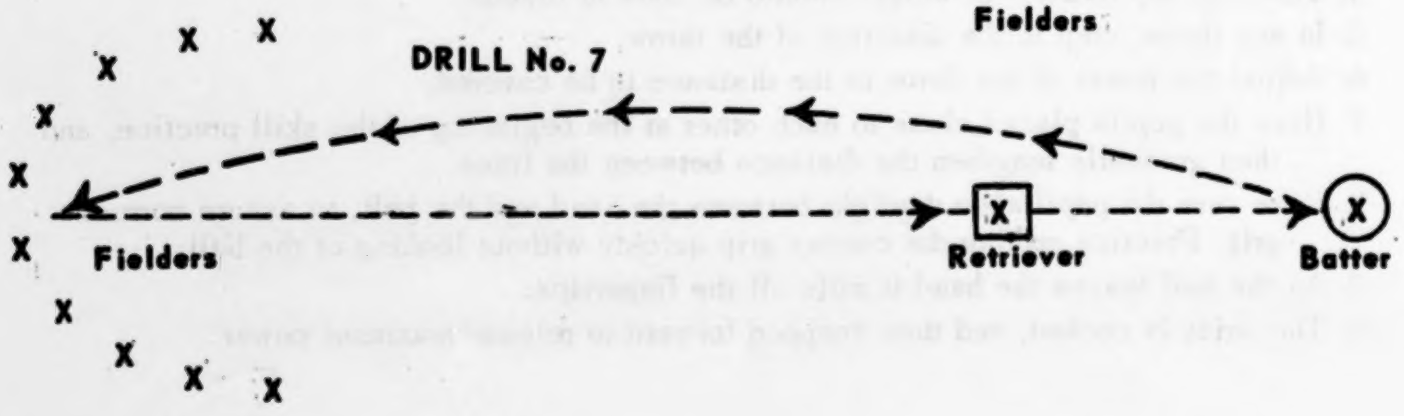
DRILL No. 5


Fielders
Batter

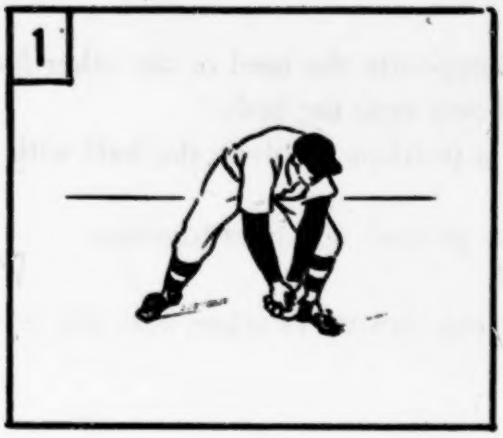
DRILL No. 6


Wall
Fielders

DRILL No. 7


Fielders
Retriever
Batter

FIELDING GROUND-BALLS – INFIELDER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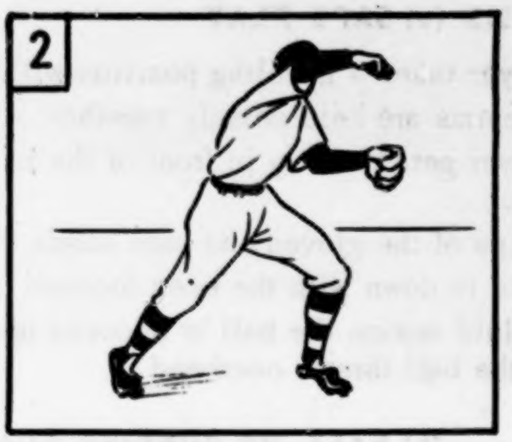
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ANALYSIS (Figs. 1 & 2)

The fielder moves quickly into position with his body directly in front of the ball.

The knees are bent with the head forward, and the eyes focused on the ball.

The tips of the fingers of the glove rest directly on the ground just inside the front foot.

Let the ball roll into the glove, then roll the throwing hand over to trap the ball in the glove.

As the ball settles into the glove, draw the gloved hand back towards the body into the throwing position towards the layback position.

For short, snap throws the ball is drawn back sidewards. For longer throws where speed of get-away is not a factor, the ball can be drawn to the three-quarter overhead position.

The action of getting set, fielding, and throwing should be learned in one smooth, continuous motion.

Balls that bounce above the waist are fielded with the fingers pointing up.

For slow rollers the fielder comes in directly towards the plate with hands down and out in front.

TEACHING CUES

Stress the importance of a fast start so that the fielder arrives in his basic fielding position before the ball gets there.

Eyes should be focused on the ball until the ball is drawn back and ready for the throw.

As the throw is made, a stride is taken towards the target.

Cues should include: fingertips down and touching ground, bent knees, arms slightly relaxed with elbows partly bent as for a spring, hands out in front of the toe, drawing the ball after it has been trapped.

Keep the body low, and keep eyes on the ball while running towards it.

Brace your back leg before making the throw. An extra step may be necessary to brace the leg and stop momentum after running towards the ball.

To get the feel of the basic fielding position, have the class take the basic position and then have a ball rolled towards the fielder slowly, until the student gets the "feel" of the position.

APPLICATIONS

See drills for fielding, catching, and throwing, numbers 1-7, page 62.

FIELDING GROUND BALLS – OUTFIELDER

ANALYSIS: (a) SAFE PLAY

The player takes a kneeling position with one knee opposite the heel of the other foot.

The forearms are held closely together, with the elbows near the body.

The player gets directly in front of the ball, and in a position to block the ball with his body.

Fingertips of the gloved and bare hands close to the ground, and held together.

The head is down with the eyes focused on the ball.

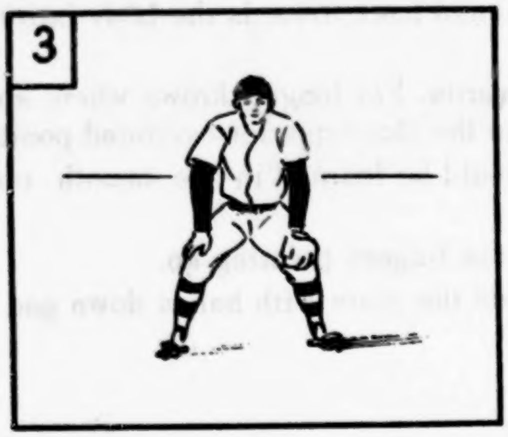
In one fluid motion the ball is scooped up, a short step forward is taken with the left foot, and the ball thrown overhand.

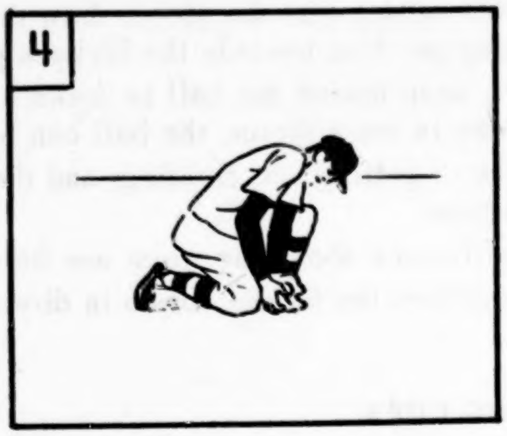
(b) FAST, OR HURRIED PLAYS

On hurried plays, when the ball has to be gotten away in a short space of time, the ball is fielded much in the same way as does the infield.

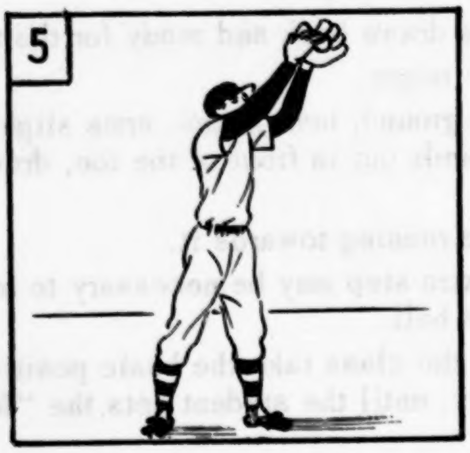
TEACHING CUES: See cues under infielders ground balls.

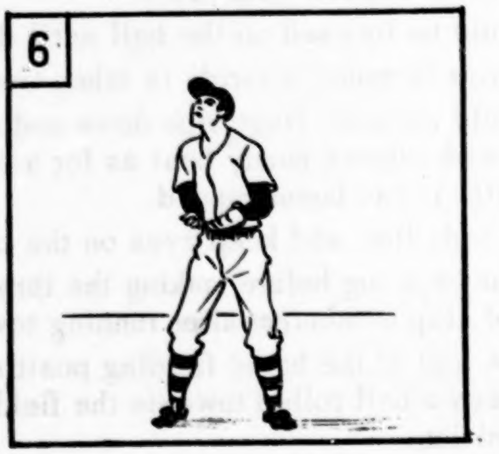
APPLICATIONS: Of particular use are drills number 3, 5, and 7. (page 62)





FIELDING FLY BALLS – INFIELD





ANALYSIS:

Explanation of the infield fly rule.

Class assumes shortstop position.

The class extends hands toward the ball well out in front of the eyes.

Arms, hands and fingers should be cupped and relaxed.

Short steps should be taken forward to come in toward the ball as it descends. The number of steps depends upon the distance to be covered.

TEACHING CUES:

Emphasize importance of "waving off" other players.

The gloved hand can be used to shield the sun from the eyes.

It is important to get into the set position before the ball starts to drop.

As the ball is cupped into the hands, the arms are drawn towards the body to give with the ball.

For balls fielded above the waist the thumbs are held towards each other, below the waist with little fingers together.

Get under the ball as soon as possible and back far enough. It's easier to take a step or two forward than it is to turn back.

Stand with legs comfortably spread and right leg towards the rear so as to be in a readiness position for throwing.

Trap the ball with the ungloved hand.

Never run backwards. Make the first step diagonally backward so that the fielder is always looking over his shoulder until he reaches the spot where he will be able to get under the ball.

Keep the eyes focused on the ball at all times.

APPLICATION

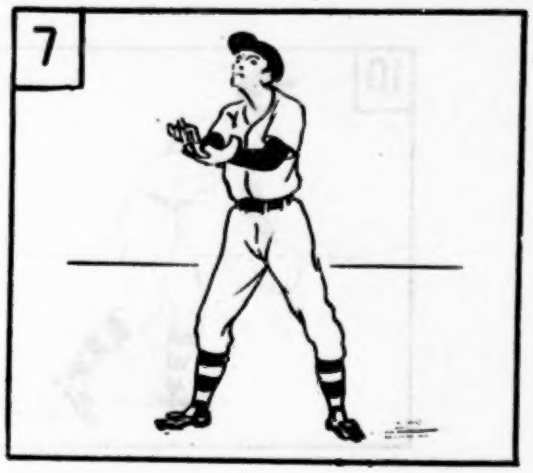
See drills for fielding, catching, and throwing numbers 1 - 7. (page 62.

FIELDING FLY BALLS – OUTFIELDER

WITH NO ONE ON BASE

1. When possible, the ball should be caught in front of the body with the arms extended and relaxed, the palms turned up with the little fingers together, forming a cup.

2. The hands should "give" with the catch and the player should watch the ball until it is safely caught in the glove.



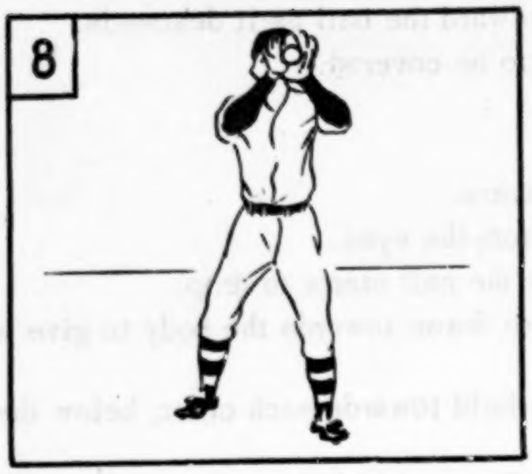
7

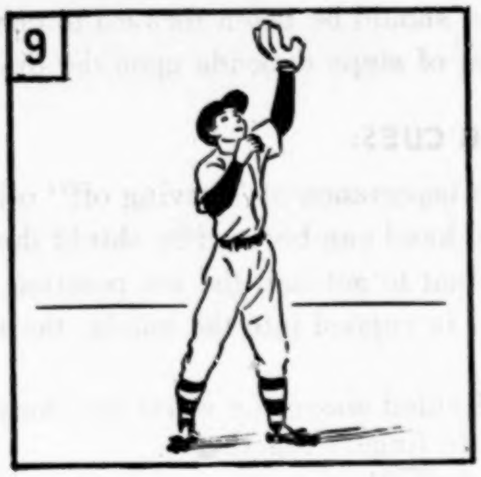
FIELDING A FLY BALL WITH MEN ON BASES (Fig. 8)

1. In fielding a fly ball with men "on," the position of the feet is very important.

2. With a right-handed outfielder, the left foot should be forward.

3. The ball should be caught about shoulder high with the thumbs together, palms facing toward the path of the ball, the fingers up. The outfielder is then in a position to throw the ball as he receives it, without loss of time.



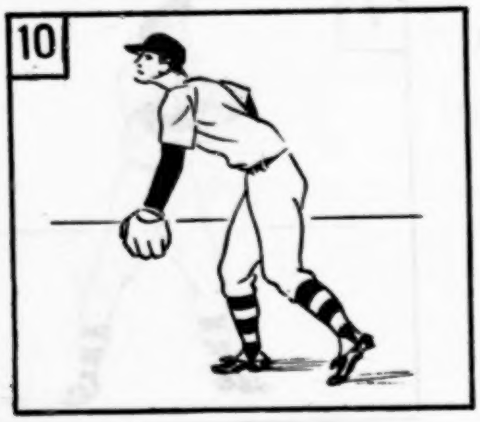


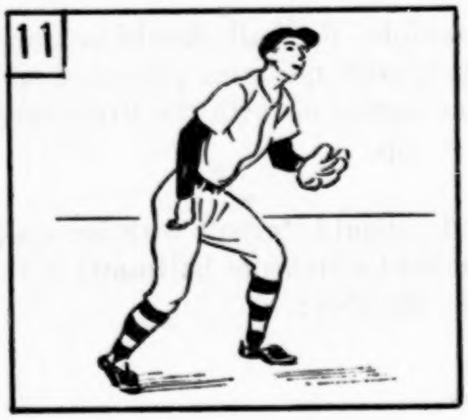
SHIELDING FOR SUN (Fig. 9)

1. Shielding from the sun may be done with the gloved or bare hand. A ball which is in line with the sun should be played from the side. If the sun is to the right, the eyes should be shaded with the right hand.
2. When the sun is to the left, the left hand should be used. If eyes are affected by looking into the sun, it is advisable to glace toward the ground and attempt to find the ball again once the sight is restored.
3. It is advisable to explain the sun visors will obviate the above.

PIVOTING ON LONG FLY BALLS (Figs. 10, 11)

1. On long fly balls to the right and back, the fielder pivots on his left leg and foot and makes a half turn right, steps out with the right foot, at the same time keeping his eyes on the ball.
2. The opposite is done when balls are hit to the left and back.





TEACHING CUES

See teaching cues listed under infielder fielding fly ball.

It is important to get the jump on the ball so as to be in a position to field and then throw the ball.

The sun and wind are important factors to be judged.

Stress the give of the hands and arms when the ball settles into the glove.

Keep the eyes on the ball at all times.

The initial pivot should be practiced in turning right and left.

Emphasize that the outfielder never runs backward.

The outfielder takes a step in throwing the ball after catching it.

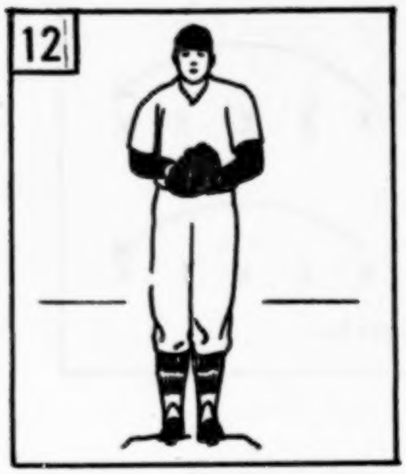
APPLICATION

See catching, fielding, and throwing drills number 1 - 7. page 62.

ILLUSTRATIONS

See illustrations.

PITCHING – SOFTBALL: UNDERHAND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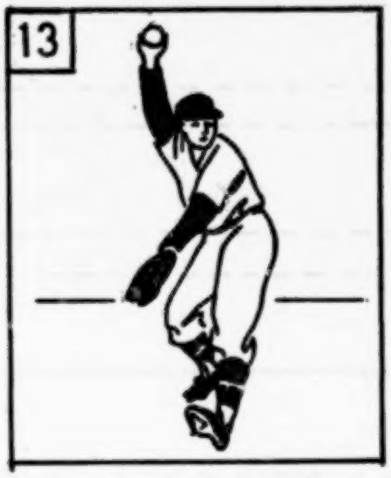
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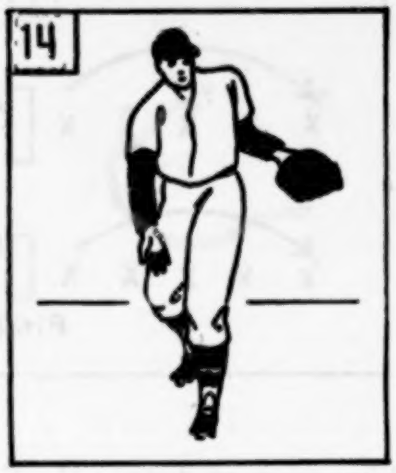
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ANALYSIS

Assume a starting position with the ball held in front of the body in both hands. (Fig. 12)

Both feet must be touching the pitching rubber.

The ball is delivered underhand with the wrist no farther from the body than the elbow.

For a fast ball the fingers grip the ball across the seam with the first two fingers, and with the third and fourth fingers resting against the sides.

Take a step forward with the left foot, using an underhand motion, and then swing the arm forward in a whipping action. The arm is straight, except that the wrist is cocked. At the release the wrist is uncocked as the arm gets about even with the body. The wrist is then snapped forward for increased power and speed.

After the ball is released, the back foot is dragged into a position on line with the front foot, for balance in fielding the ball. (Fig. 14).

TEACHING CUES

To get the feel of the underhand throw, draw the arm back as far as it can go comfortably.

There should be a slight bend of the knees along with the forward step.

Allow the ball to roll upwards off the fingers at the release.

The arm should be about even with the body on the release of the ball.

Have the class practice the arm and foot movement mimetically to get the feel of the motion.

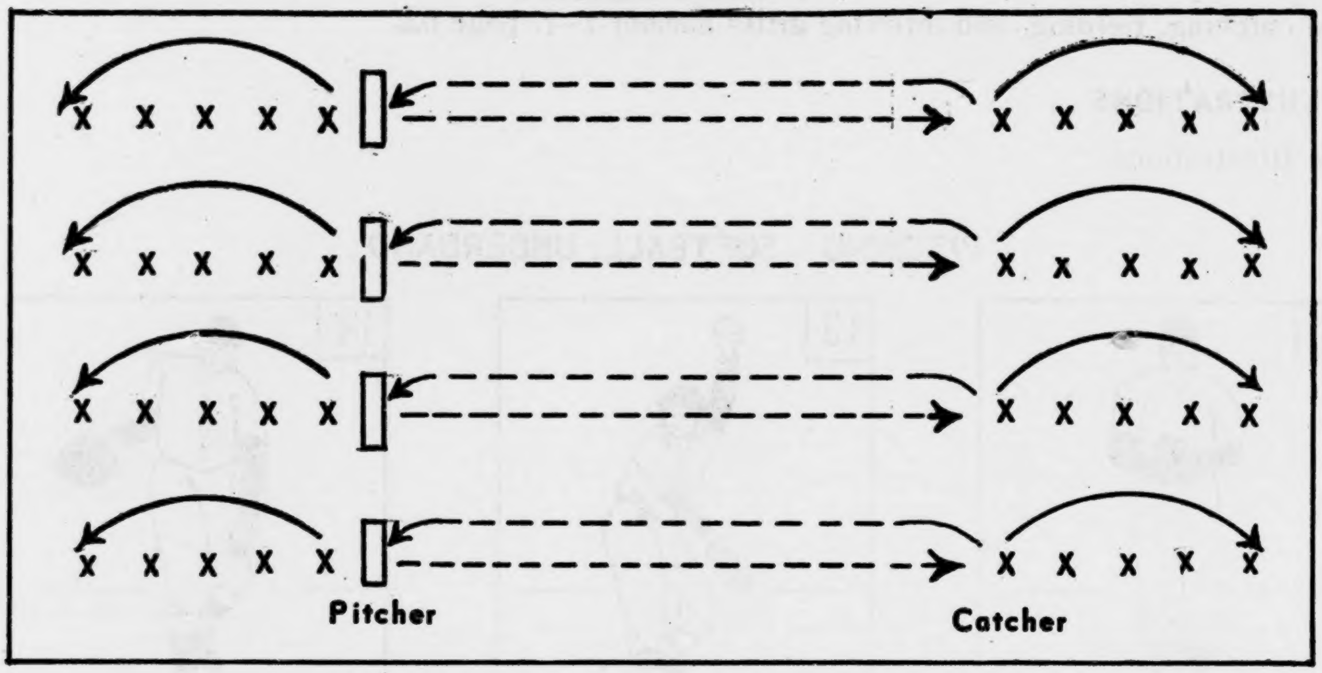
For maximum speed and power there should be a twisting of the hips so that there is a slight rotation of the arms.

At the release there is a rapid shift of weight from the back to the front foot.

Eyes should be focused on the target which is usually the catcher's glove throughout the pitch.

The hands follow through the motion directly towards home plate.

PITCHING DRILL #8



After each student in the file gets a chance to pitch, the positions are reversed.

BATTING SWING AND FOLLOW THROUGH

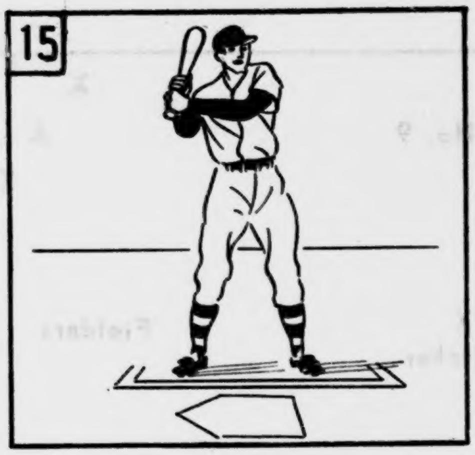
LONG DISTANCE HITTING

1. The batter assumes a comfortable position, the weight distributed on both feet. The feet are a comfortable distance apart. The bat is placed over the right shoulder, elbows away from the body (opposite for left handers).

   The head and eyes are concentrated on the pitcher. On the windup, the batter prepares to offer at or take the pitch.
2. The swing of the bat forward should be on a line parallel to the ground.

   A short step is taken with the forward foot. This step is taken either forward, slightly to the left or right, depending upon whether the pitch is over the plate, the outside or the inside corner.

   The rear foot stays on the ground but pivots with the swing. This rear foot supplies the power to the drive. There should be a complete follow through of the swing of the bat.
3. The bat is dropped and the batter starts toward first base with the opposite hand and foot, placing the batter in stride immediately.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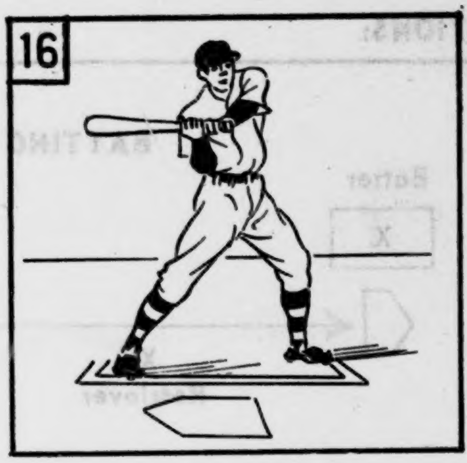
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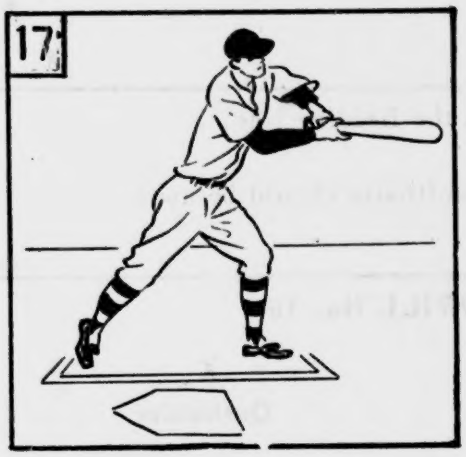
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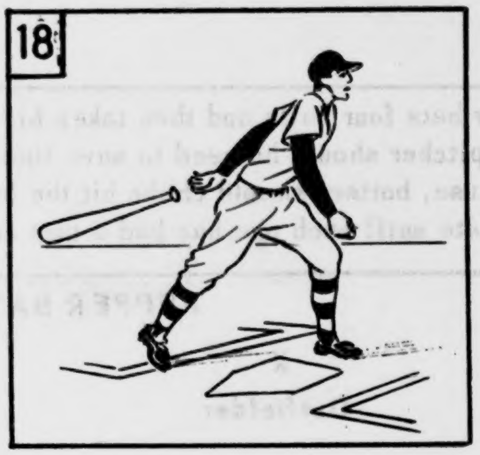
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TEACHING CUES:

The batting stance can be taught in large groups using mimetics.

Stress the level swing and the follow-through with a roll of the wrists to achieve the cross-over position of the hands. The roll over is essential to a smooth swing.

The bat should be held with a firm, but relaxed grip.

The wrists should be cocked with the bat held behind the shoulders and parallel to the ground.

The head should be turned so that the batter is facing squarely towards the pitcher with both eyes forward.

Avoid pulling the head when half-way through the swing.

Finish the swing with a follow-through over the left shoulder.

Don't try to stop the action of the bat. Transfer weight to the front foot.

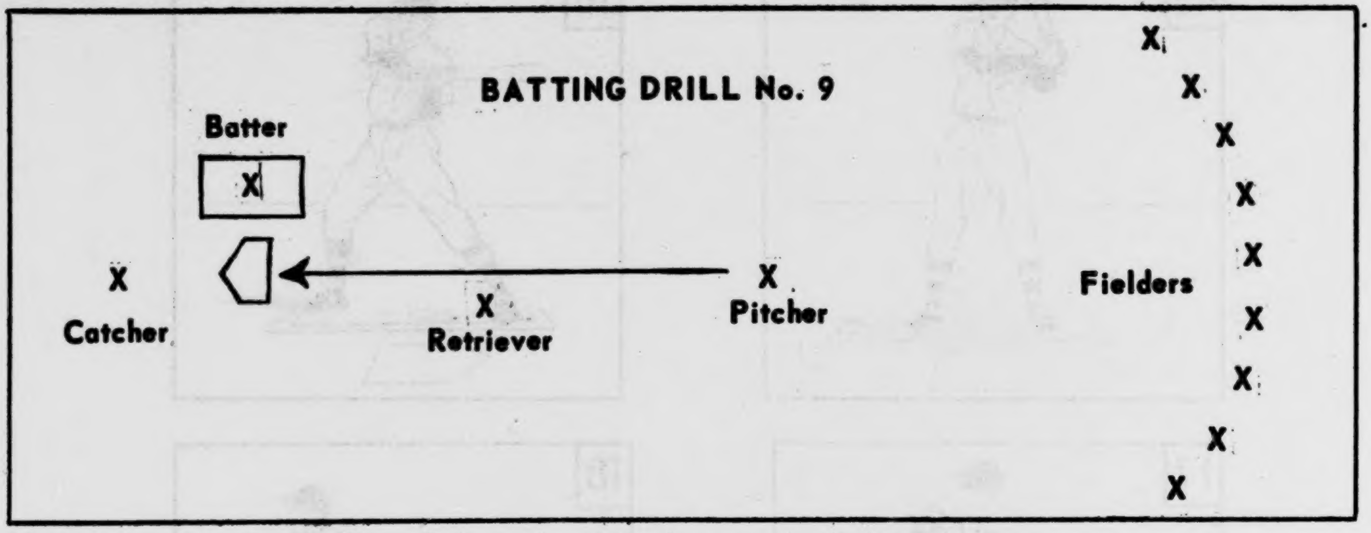
CHOKE HITTING

The foot and body position for choke hitting is exactly the same as the one for long distance hitting.

The bat is held differently. In choke hitting, the bat is held far up toward the middle.

The swing is a short chop stroke which enables the hitter to just meet the ball. This type of hitter is hard to strike out. He is concentrating on just meeting the ball.

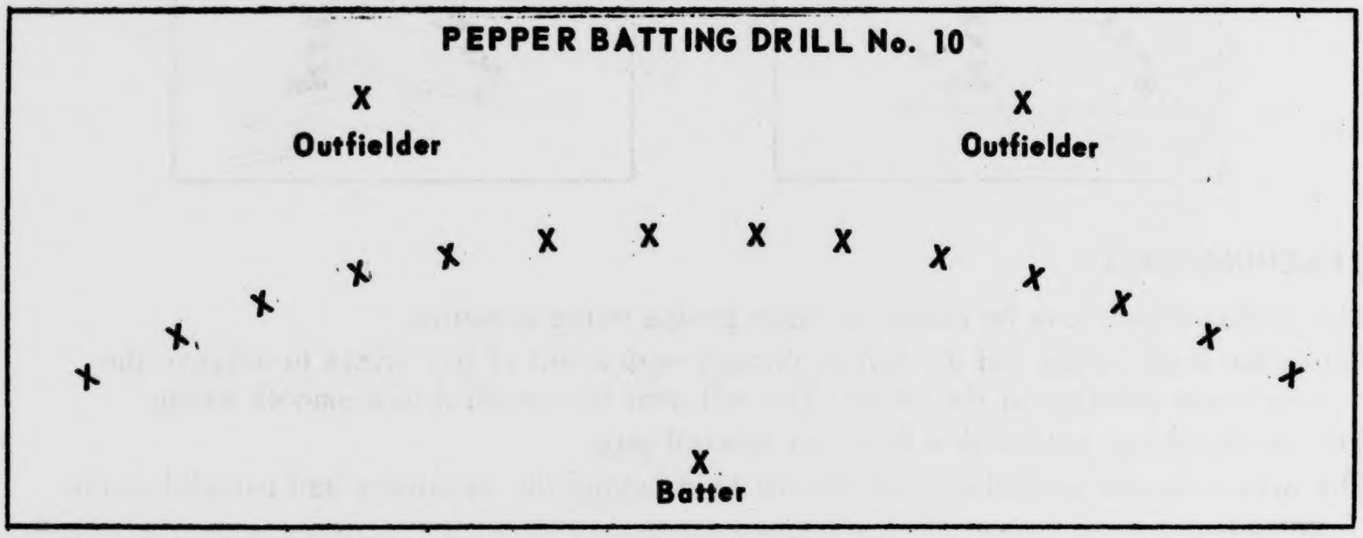
APPLICATIONS:



BATTING DRILL No. 9

Batter
Catcher
Retriever
Pitcher
Fielders

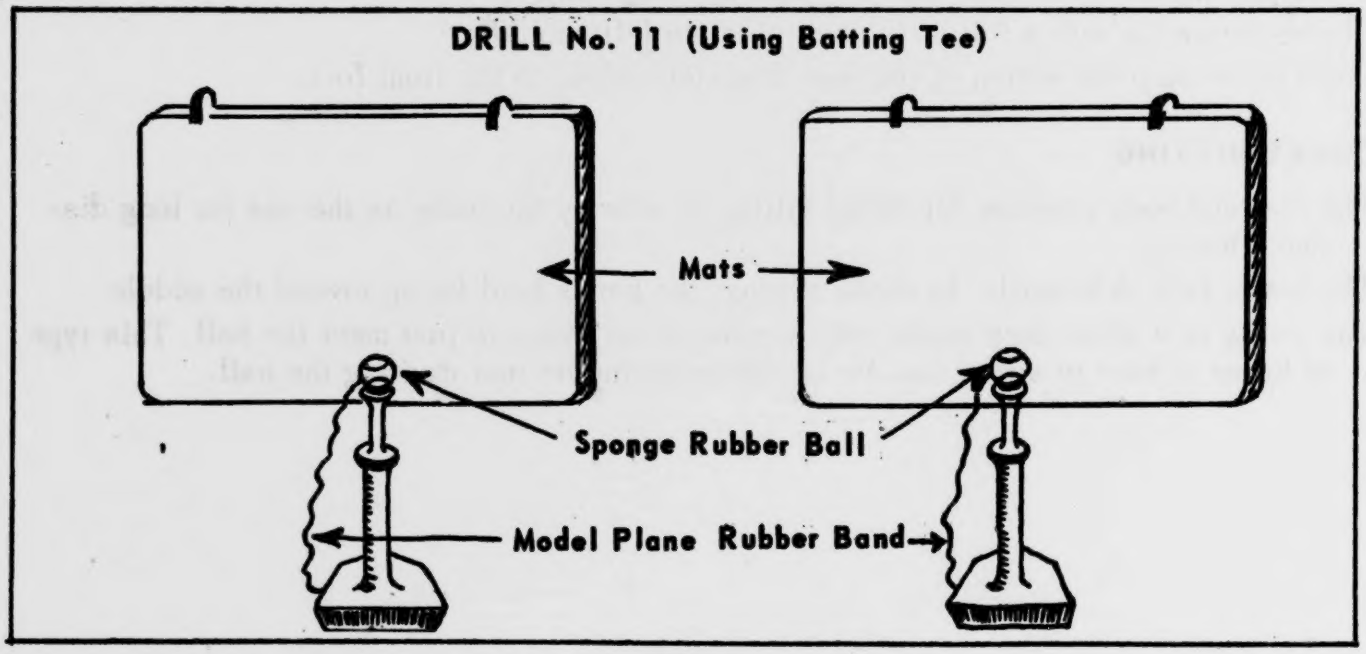
Each batter bats four balls and then takes his place on the fielding line.
A reliable pitcher should be used to save time.
For indoor use, batters should choke hit the ball. Soft-softballs should be used.
Players rotate until each one has had a turn at bat.



PEPPER BATTING DRILL No. 10

Outfielder
Outfielder
Batter

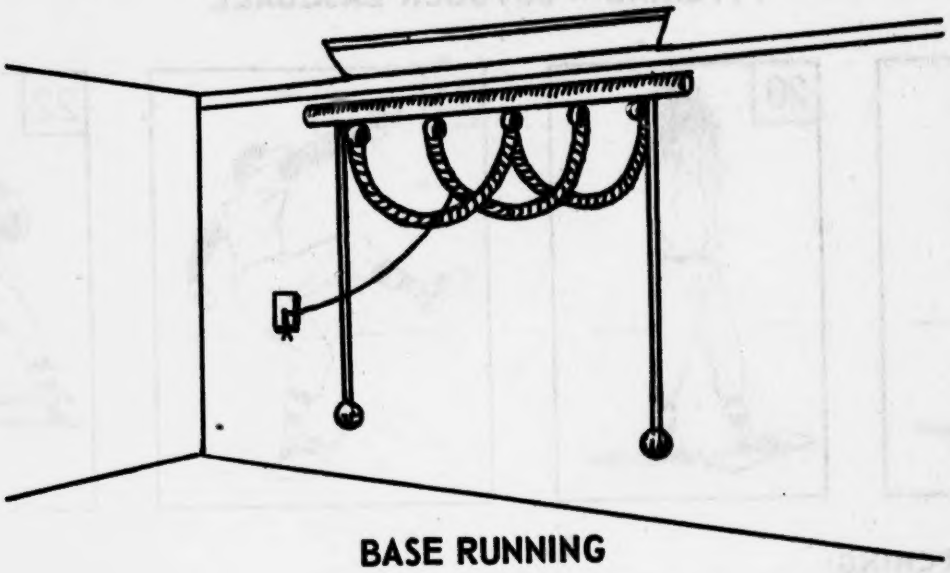
The batter should stand about twenty to thirty feet from the fielders.
Two fielders are assigned to retrieve balls that go through.
Batter hits five balls and then takes his place at the end of the line.



DRILL No. 11 (Using Batting Tee)

Mats
Sponge Rubber Ball
Model Plane Rubber Band

DRILL NO. 12. IMPROVISED BATTING TEE USING TETHER BALL SUSPENDED FROM CLIMBING ROPE ATTACHMENT.



BASE RUNNING

ANALYSIS

After the ball is hit, the first step is made with the right foot towards first base, by pushing off on the ball of the right foot, and leaning the body in the direction of the run.

While running, take a quick look at the play without slowing up.

If the play looks close, run straight through the bag. Don't try to hit the bag with a certain foot, but run naturally without breaking stride.

If there is a possibility of moving on to second base, swing out towards the right to start curving. As the bag is rounded, hit the inside corner with whatever foot comes naturally to the stride.

TEACHING CUES

Have the class practice the swing and the start down to first base.

Stress that the start of the curve takes place outside the foul line.

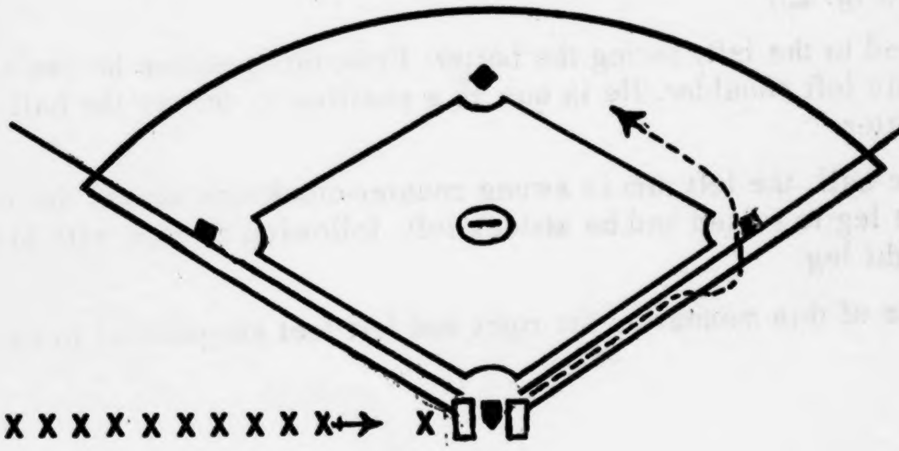
Base running drills (see below) are valuable aids to practicing the skill.

A body lean inwards, and a crossover step on hitting the bag will assist in straightening out the run towards second.

Vary the turn and the straight run by having a first base coach (leader) wave the runner around, or keep him straight.

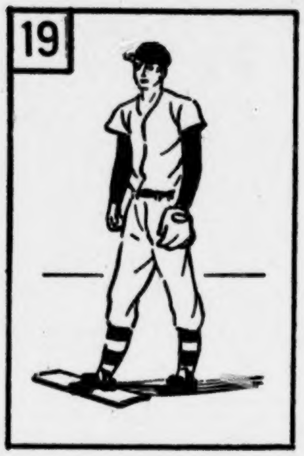
APPLICATION

BASE RUNNING, DRILL NO. 13.



GRADE 8: ANALYSIS, TEACHING CUES, APPLICATIONS

PITCHING – OUTDOOR BASEBALL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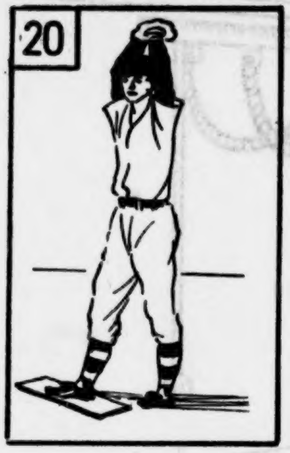
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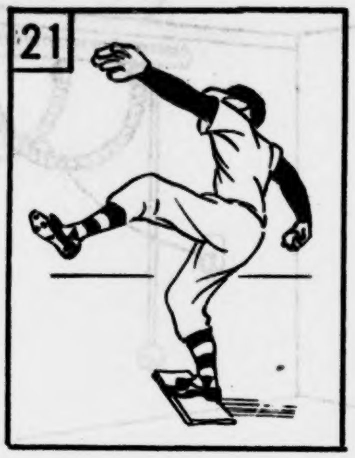
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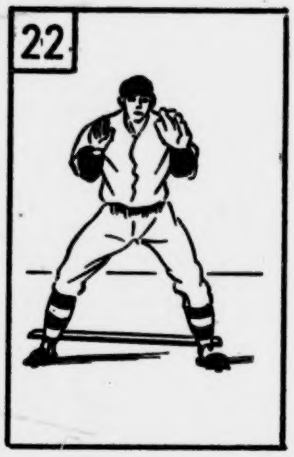
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ANALYSIS, PITCHING:

With Nobody on Base; or on Second and Third; or on Third. (See Figs. 19 - 22.)

1. The pitcher toes the rubber and faces the batter. In toeing the rubber, the pitcher, (if he is right-handed), places the right foot in contact with the rubber and the left foot in back. Both arms are allowed to dangle loosely at the sides. This is a relaxed position. While in this position he receives the signal from the catcher.
2. The pitcher starts his wind-up. At the completion of the wind-up, both hands are brought together at a position above the head and a pivot on the right foot is made to the right. When the hands are once separated, the pitcher brings his right arm back, his left arm is swung counter-clockwise across the vision of the batter. His left leg is raised to a comfortable height.
3. He strides left and follows through with his arm, back, hip and right leg. At the completion of this maneuver, both feet are made parallel to each other by drawing back foot on line with the front foot.
4. The pitcher is facing the batter and the gloved as well as the bare hand are up in front of the body for protection.

With Man on First; or on First and Second. (See Figs. 23 - 24.)

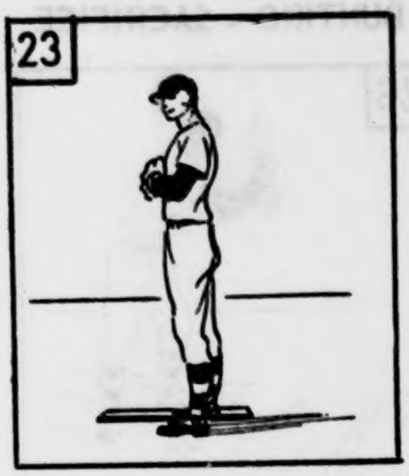
1. With a man on first base, the pitcher, after receiving his signal, takes a position on the mound with his back to first base, his right foot in contact with the rubber and his left foot astride so that the weight is distributed evenly. The pitcher stretches his arms forward and upward, and then lowers his hands to a position of rest in front of the chest, hands together. (Fig. 23)

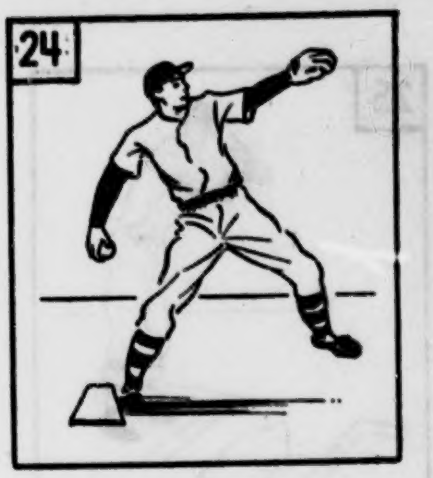
   His head is turned to the left, facing the batter. From this position he can also see first base over his left shoulder. He is now in a position to deliver the ball either to first or to the batter.

2. On delivering the ball, the left arm is swung counter-clockwise across the vision of the batter as the left leg is raised and he strides left, following through with his shoulder, back, hip and right leg.

   At the completion of this maneuver, the right and left feet are parallel to each other.

3. The pitcher is facing the batter and the gloved and the bare hand are up in front of the body for protection. This position also enables the pitcher to field his position.





TEACHING CUES:

There should be no variation of the step in the release.

Step in a straight line towards home plate, landing on the ball of the front foot.

Keep eyes firmly fixed on the target throughout the complete pitching motion.

Whip the wrist and hand across the body in the follow-through motion.

The ball is usually gripped across the seams.

Have the class aim for control as the first requirement for successful pitching.

With men on base, the pitcher must come to a full stop before delivering the ball.

Explain balk rules and their variations with relation to pitching.

The left leg should be brought up high, and the body rotated to gain complete power in the pitch.

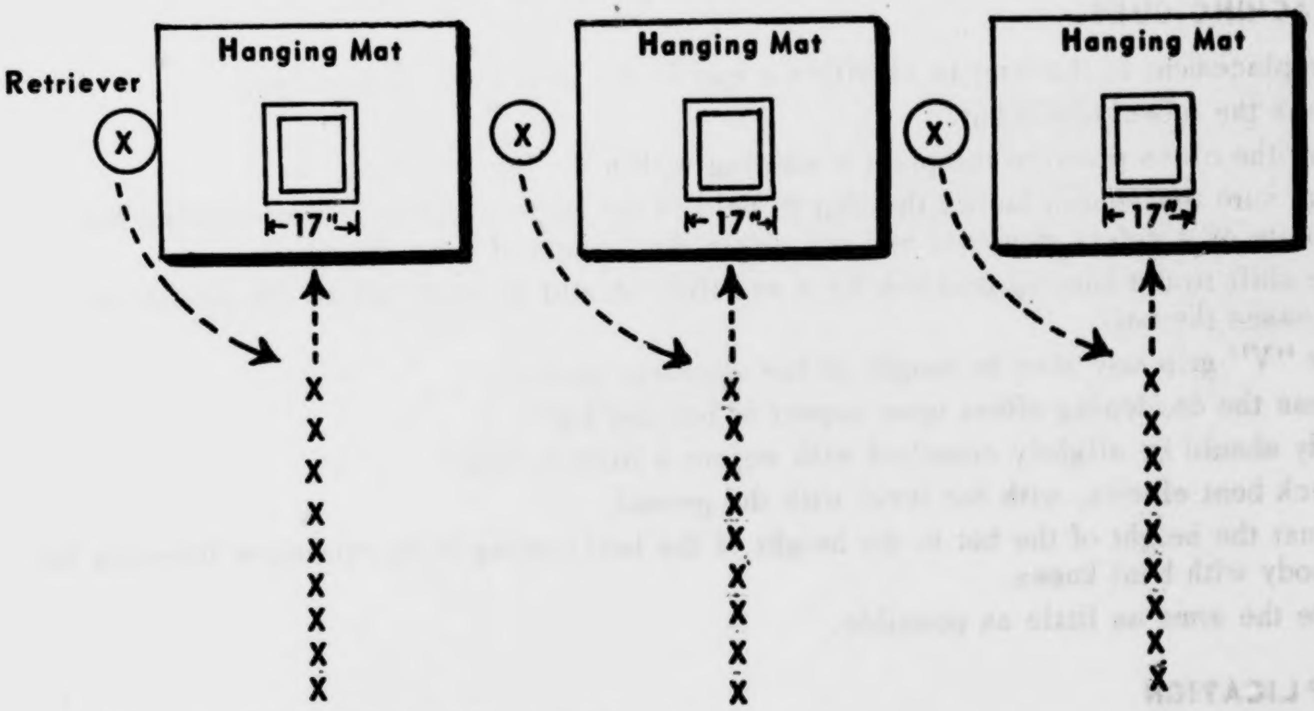
Allow for variations in the preliminary windup.

Curve ball pitching should be discouraged for beginners.

Adequate warmup should be given to prevent sore arms.

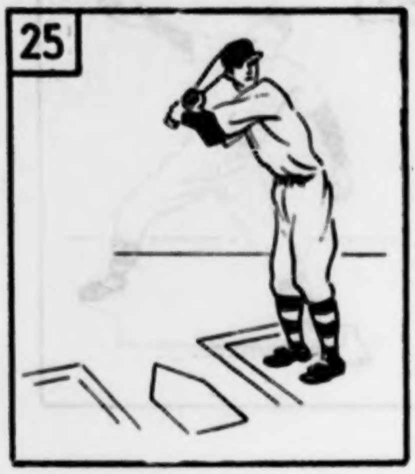
APPLICATION:

BASEBALL PITCHING, DRILL NO. 14.



See Drills under Catching, Fielding, Batting.

BUNTING – SACRIFICE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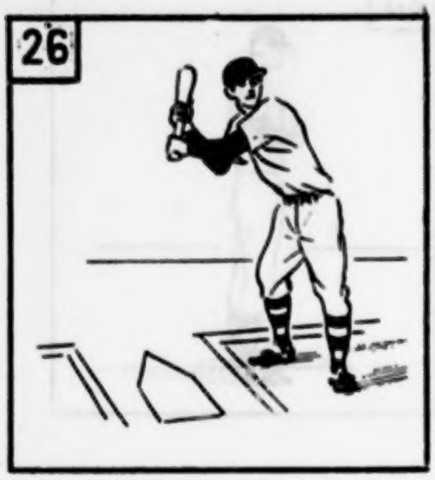
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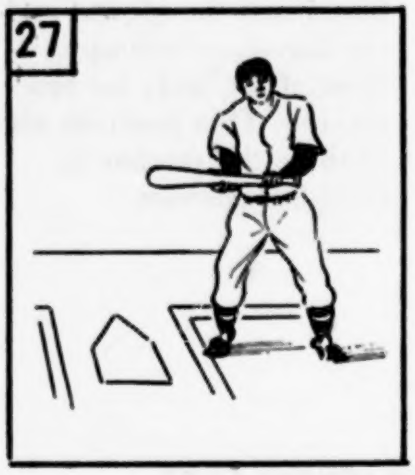
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ANALYSIS

The batter takes the straight-away batting position in the box.

As the ball is delivered, the batter slides his right hand up to the center of the bat, gripping the bat loosely with the thumb on top and the forefinger curled beneath. In the ring grip for the lower hand, the thumb and forefinger form a ring around the handle of the bat, holding it lightly. A half-bent elbow is indicated.

The pivot may be accomplished in two ways. Move the front foot back away from the plate and the rear foot up even with it. It becomes a kind of jump shift. The alternate method is to pivot on the left or front foot, after having shifted the feet slightly in advance with the right foot back, and then bring the right foot around so that it is on line with the left foot. This is a forward pivot motion.

The bat is loosely held out in front and to the right of the body covering the plate.

To give direction to the bunt, the bat may be tilted (horizontally) towards first or third.

Some coaches advocate an indrawing of the bat as contact is made, to get the idea of a soft bunt, and to counteract the tendency to push the bat forward. Elbows are slightly bent with this action.

TEACHING CUES

The placement of the bunt to sacrifice a man to the next base is important.

Stress the loosely held bat.

Have the class practice the pivot remaining within the batter's box.

Make sure that bunter knows that bat is held to the right of the body and covering the plate as a safety measure, and yet within the bounds of good technique.

The shift to the bunting position for a sacrifice should be made before the pitcher releases the ball.

The "V" grip may also be taught as the alternate method.

Stress the deadening effect upon impact of bat and ball.

Body should be slightly crouched with weight a little forward.

Check bent elbows, with bat level with the ground.

Adjust the height of the bat to the height of the ball coming in by raising or lowering the body with bent knees.

Move the arms as little as possible.

APPLICATION

See Batting Drills which can also be used for Bunting.

TEAM DEFENSE – RUN DOWN PLAYS

ANALYSIS

The object is drive the runner who is trapped back to the base from which he came, and to tag him out.

The first throw should be made to the base ahead.

The baseman fakes a throw back and without slackening his speed chases the man for the tag, while faking further throws.

At the last possible moment while the runner is moving back to his original base, the baseman may make a final throw for the putout.

There are various techniques of backing up the basemen depending upon the position, play, and other factors. These are clearly delineated in the reference library appended.

TEACHING CUES

The stress should be on accurate throwing, and fast running.

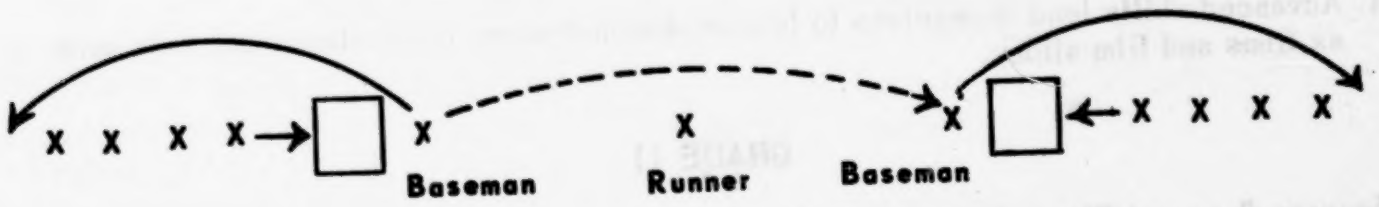
Run down plays and games can be practiced.

The fake-and-run play has been found to be most effective.

Indicate that in backing up, no base is to be left uncovered.

APPLICATION: See base-running drills.

RUN DOWN DRILL NO. 15.



EXPLANATION

Runner scores one point when he gets to a base safely.

When the runner scores five points he takes the place of the left baseman.

When the runner has been tagged three times, both basemen take their place at the end of their line, and new basemen are assigned.

TEAM DEFENSE – TAGGING RUNNERS

ANALYSIS

In tagging a runner that is sliding into the base, let the runner tag himself out by holding the gloved hand containing the ball, and reinforced by the ungloved hand in the path of the runner's slide and in front of the base.

A putout in the baseline is made by holding the arms across the runner's path with the back of the glove towards the runner and the bare hand firmly over the ball. Let the runner tag himself out. The arms should give as the runner goes by to prevent having the ball knocked out of the hands.

The balance should be maintained and the body moves into the throwing position.

TEACHING CUES

Stress having the runner tag himself out.

The ball should be reinforced with the gloved hand.

Both hands should make the tag unless the situation demands otherwise.

On pickoff plays the basemen places the gloved hand in front of the plate and low enough so that baseman tags himself out in attempting to return to the bag.

APPLICATION: See Run Down Play No. 15.

GRADE 9

Fungo Batting; Advanced Base Running; Defense on Steals.

ANALYSIS

See advanced texts on baseball in bibliography.

GRADE 10

Pitching Curve and Slow Balls; Hit and Run Play; Drag Bunt; Stealing; Backing up Plays; Double Play Pivots; Defensive Play Situations..

ANALYSIS

See advanced texts and bibliography on baseball.

TEACHING CUES

1. Advanced skills lend themselves to lecture-demonstration, and audio-visual aids such as films and film slides.

GRADE 11

Squeeze Bunt and Plays; Drag Bunts; Single and Double Steals; Cut-Off Plays and Relays; Outfield Throws; Advanced Pitching Skills, Sliding and Base Stealing.

ANALYSIS

See advanced texts and bibliography.

TEACHING CUES

Many of the advanced skills can best be taught as they occur in either informal or tournament play. The action can be stopped after the play occurs and the explanation of techniques can be given.

Lecture demonstration, clinics using varsity players, audio-visual aids, and blackboard talks can all be used for teaching advanced skills.

APPLICATION

Drills can be improvised based upon the formations outlined above to practice, in a simulated game situation game and defensive skills and techniques.

LEAD-UP OR SKILL GAMES

Lead-up games use some of the skills and strategy of the team game, but are simplified from the standpoint of organization rules.

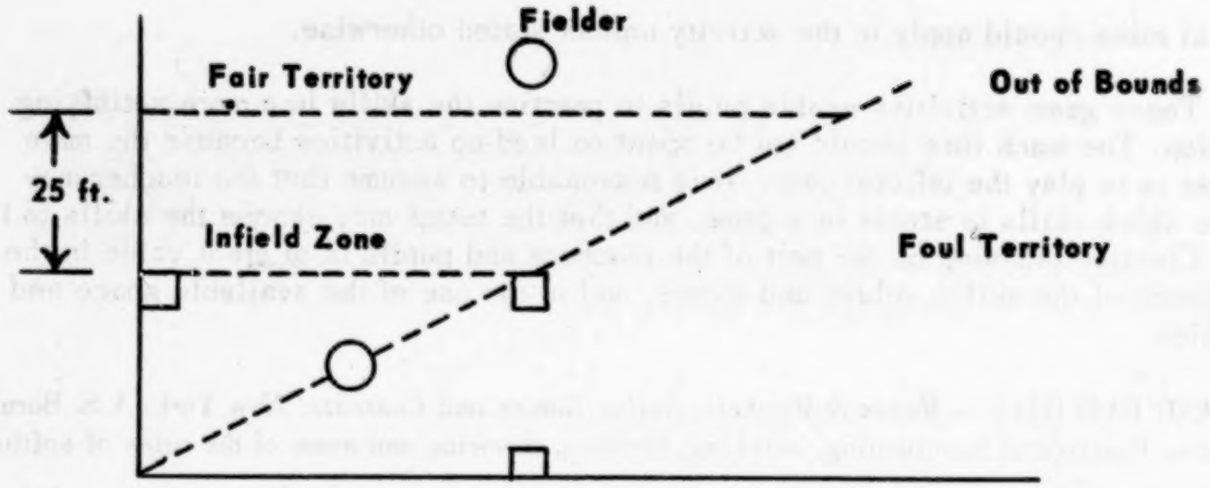
Official rules should apply in the activity unless stated otherwise.

These game activities enable pupils to practice the skills in a more satisfying situation. Too much time should not be spent on lead-up activities because the main purpose is to play the official game. It is reasonable to assume that the teacher may decide which skills to stress in a game, and that the teams may choose the skills to be used. Creative planning on the part of the teachers and pupils is of great value in the adjustment of the skills, relays and games, and in the use of the available space and facilities.

1. HAND BASEBALL – *Mason & Mitchell. Active Games and Contests.* New York: A.S. Barnes. Gives Practice in baserunning, catching, fielding, throwing and some of the rules of softball.
2. KICK BASEBALL – *Ibid.*, p. 332. Gives practice in baserunning, fielding, and some of the rules of softball.
3. KICK PIN BALL (HIT PIN BALL) – *Ibid.*, p. 342. Gives practice in base running, fielding and some of the rules of softball.
4. ONE OLE CAT – *Mason & Mitchell* – game with few players. Gives practice in fielding, batting, pitching, catching, running to first base and some of the rules of softball.
5. PEGGING FIRST – *Ibid.*, p. 329. Gives practice in batting, playing first and fielding.
6. PIN BALL – Played as Official Softball with the following exceptions: (a) Pins are placed on the corners of an 18-inch triangle one yard in back of home plate; (b) Pitcher bowls the ball; (c) A strike is called every time a pin is knocked down by either the pitcher or the batter; (d) Gives practice in fielding, base running and some of the rules of softball.
7. PUNCH BALL – Exception: Playing all bases to put base runners out. *Ibid.*, p. 332. Gives practice in base running, fielding and some of the rules of softball.
8. SOCCER BASEBALL – Same as softball except that the pitcher rolls the ball and the batter kicks it.
9. THROW AROUND – *Softball and Volley Ball Guide No. 413.* New York: A.G. Spalding, 1938. Gives practice in baserunning and throwing. (6 to 12 players).
10. THROW BASEBALL – *Official Softball Rules* – Exception: The batter throws the ball instead of batting. For safety, when the playing area is small, the ball must hit within a 15-foot radius of home plate. Gives practice in base running, throwing, fielding and some of the rules of softball.
11. WORKING UP – *Ibid.*, p. 326. Gives players opportunity to play each position.

OVER THE LINE

This game may be played by two teams with five players or less. The batting team furnishes its own pitcher and catcher. Batters have a batting order. Players rotate pitcher, catcher, batter. The batter tries to hit the ball over an imaginary line drawn between the second and third bases and into fair territory as shown on the diagram. When a batter hits the ball, he runs the bases as far as possible before the ball is fielded and thrown back over the line between second and third. This action stops the runner on the last base touched. The runner then returns to the batting bench.



Hit the Bat

Batter fungos the ball to any number of players placed anywhere in the playing area. Next, the batter places the bat on the ground, permitting the fielder to roll the ball at the bat. If the ball strikes the bat, the batter must catch the ball in the air. If the batter misses the ball, he is out. The fielder who rolled the ball becomes the batter. Any player in the field who catches a fly ball also becomes the batter.

Three Flys

This game is played in the same way as "hit the bat," except that the fielder must catch three fly balls to become the batter.

MODIFIED GAMES

1. Three-Pitch Softball
   Rules for regular softball are used with the following exceptions:
   a. Twelve to 15 players are on a side
   b. Batting team uses own pitcher
   c. Batter receives a maximum of three pitches
   d. When batting teams and fielding teams change position, pitcher may begin pitching as soon as all members of batting team are in a designated area. This may be a bench or behind the screen.
   e. Batter is out if batted ball hits or is fielded by the pitcher.
   f. Bunting is not permitted.
   g. Taking a lead off base or stealing base is not permitted.

   Variations:
   a. Two outs retire the side.
   b. Each batter is allowed only on swing.

Twelve-Player Softball

Twelve players are divided into four teams of three men each. One team is at bat, the second team plays the pitcher, catcher, and short-stop position, the third team plays first, second and third base, and the fourth team plays the outfield. The batting team must maintain a regular batting order. Each base runner must reach home for his turn at bat or be declared out. Three outs retire the side, which then takes over the outfield. The other teams each move up.

"All, or Nothing at All"

Rules for regular softball are used, except as follows:

a. No put out may be made at second or third base.
b. Once past first base, the batter must run all the way around to home.
c. Outs are made by:
  (1) Catching a fly
  (2) Throwing ball to first base before the runner arrives
  (3) Throwing ball to first, second, and third base and to home before the runner arrives

STRATEGY AND TACTICS

1. **Defensive**

   a. Always play for one sure out.
   b. Learn to throw to the base ahead of the runner.
   c. Catch the ball securely before trying to throw it.
   d. As a fielder, call for the ball at all times.
   When an outfielder and an infielder both have a chance at the ball, the outfielder takes precedence over the infielder.
   e. After fielding a ball as an outfielder, throw to base or infielder as quickly as possible.
   f. When a base on balls occurs, be ready as a baseman to prevent the runner from advancing to another base.
   g. As a fielder, know the position of the base runners and the score. Make up your mind in advance what you should do if the ball is hit to you.
   h. As an outfielder, generally throw a batted ball to the base ahead of the runner nearest home base.
   i. Always move to "back up" a teammate on each throw or batted ball.

2. **Offensive**

   A. As a base runner:

   a. Be sure to touch all bases.
   b. Be alert to advance to the next base whenever possible.
   c. Run when the batter hits the ball if there are two out.
   d. When a flyball is caught before two players are out, either stay on the base and advance when the ball is caught; or go as far as will still enable you to return to the base safely after the ball is caught.
   e. Watch the base coach only when the ball is hit behind you or out of your vision.
   f. Steal second on a sacrifice bunt down third baseline and continue around to third.
   g. Attempt a double steal when runners are on first and third if two players are out and a weak hitter is at bat.

   B. As a batter:

   a. Risk a called strike when you have a 3 and 0 count.
   b. Use the sacrifice-bunt play to advance a runner in a close ball game.
   c. Use the base-hit bunt to get on base and/or to score a run, especially when the third baseman is playing deep.

EVALUATION

GRADE ACHIEVEMENT STANDARDS

Pupils should be able to demonstrate the skills and appropriate knowledge as indicated:

Grade 7

Catch and throw a softball accurately, using sidearm and overhand throws
Field a ground ball
Straight underhand softball pitch
Basic elements of batting
Take his turn in running to first base
Basic rules of softball

Grade 8

Field grounders in outfield
Overhand pitching with and without men on base
Sacrifice bunt
Throw to bases with different situations
Basic run-down plays and techniques of tagging a runner

Grade 9

Underhand infielder's throw
Base running skills
Techniques of tagging runners against steals
Basic rules of baseball

Grade 10

Batting skills
Bunting skills
Fielding skills, infield and outfield
Base running skills
Back-up and relay plays
Cut-off plays
Double-play pivots
Force-out techniques

Grade 11

Basic skills in batting, fielding and catching
Advanced skills in pitching softball and baseball
Advanced skills in bunting
Advanced skills in stealing and sliding
Advanced skills in offensive and defensive team strategy
Basic rules of the game
Play the game with some degree of skill at most positions

ACHIEVEMENT TESTS

THROWING FOR DISTANCE

Use a testing area from 50 to 100 feet wide and from 100 to 300 feet long, as needed. Mark a restraining line and other lines at 10-foot intervals beginning at 80 feet from the restraining line. Contestants throw from behind the restraining line. Have distance marked plainly. To be measured, the throw must land in the throwing area.

1. **Rules**

   a. Allow three trials in succession and record the best of these.
   b. Record contestant's performance in feet to the nearest foot.
   c. Count stepping on or over the restraining line as a foul and as a trial.

2. **Teaching Suggestions**

   a. Allow for a sufficient warm-up of the throwing arm before testing.
   b. Use student leaders to estimate distances that the ball is thrown.
   c. Station pupils at intervals in the throwing area and instruct them to retrieve and return the ball by relaying it in or rolling it to thrower.
   d. Lay out as many throwing areas as possible in the space available to permit testing of more than one person at a time.

THROWING FOR ACCURACY

Mark rectangles 19 in. by 36 in. on wall of handball court or other available wall. Mark a restraining line from 30 to 50 feet away from the wall, depending on the type of group to be tested. Contestant throws at target from behind the line.

1. **Rules**

   a. For an underhand throw, the restraining line should be the pitching distance. Allow 10 trials and record number of throws inside or on lines of target.
   b. For an overhand throw, the distance of the restraining line from the wall should be not more than 60 feet. Allow 10 throws in succession and record the number of hits within the target or on the lines.

2. **Testing Suggestions**

   a. Use squads or half squads as testing units. Squad leader may be used as judge and recorder.
   b. Use older balls that have been softened by use for overhand throwing. If wood walls are used, damage may result from throwing hard softballs against the wall.
   c. Require that all boys not throwing or counting stay behind the restraining line.
   d. If a wall is not available, outline the target with string on a fence, or use a cloth target.

FIELDING A GROUND BALL AND THROWING TO FIRST BASE

The infield portion of the diamond is used. The boy being tested plays third base, Contestant fields the ground ball and throws to first.

1. **Rules**

   a. Allow contestant five chances to field ball and throw to first.

b. Score one point for each cleanly fielded ground ball.
c. Score one point for each good throw to first base.

2. **Teaching Suggestions**

a. Test one squad at a time.
b. Use one boy as retriever for batter.
c. Use one boy as first baseman.
d. Keep remainder of group near third base, ready to move out onto the field to be tested.

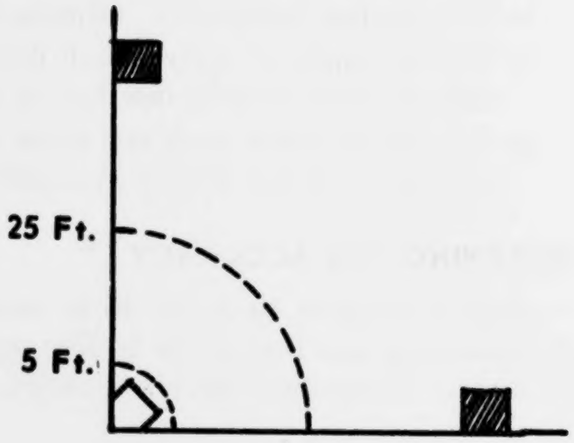
CATCHING A FLY BALL AND THROWING TO CATCHER

Instructor fungos fly ball to the outfield. Rules:

a. Fungo five fly balls to outfield
b. Allow contestant five chances to catch fly ball and to throw to catcher.
c. Score one point for each good catch and for each good throw to the catcher.

BUNTING

An arc 5 feet from home plate is marked from the first base line to the third base line. A second arc 25 feet from home plate is marked across the same area. Allow batters five bunts and score two points for each bunt that stops between the two arcs.



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AUDIO-VISUAL AIDS

See appended list of approved aids which are available on the New York City list.

CHAPTER IV

SOCCER

Association football, from which soccer is derived, was organized and given its widest application and impetus by the English, although some of its early forms and elements have been attributed to Greek, Roman, and Viking cultures.

The basic principles of education through physical activity are well served by this team sport. Opportunities to develop muscular power and endurance, speed, flexibility, and coordination; confidence, appreciation of skill, perseverance, aggressiveness, and self control; team work and sportsmanship, are concomitants in the game of soccer.

As the most widely dispersed and popular team game in the world, it has been said that "The sun never sets on the game of soccer."

To the foreign-born, knowledge of the game may be the means of a successful assimilation into our society. To the American student, the game offers a unique challenge, for unlike most American games and sports, the hands and arms may not be used, and the rest of the body must be skillfully employed to increase individual competence. To the teacher-coach, its many skill elements readily lend themselves to individual small group and large group instructions, drills, leadup games, and testing and evaluative procedures. To the school administration, the game offers much of educational value for large numbers of students, with minimum outlay of equipment and finances, can play the game. To the public, it offers easily seen and understood objectives, in an activity that is varied, continuous and worthwhile.

Scope and Sequence are given in the charts on pages 88-90.

OBJECTIVES

To develop an appreciation of the history and basic concepts of the game

To teach the individual skills of kicking, trapping, passing, throwing in and heading the ball

To teach the rules and application of the rules

To teach teamwork and sportsmanship

To develop an appreciation of skillful play

To develop physical vigor, mental alertness, social competence, and emotional stability through the game elements

To provide for the fullest measure of enjoyment and satisfaction in leisure time

SCOPE AND SEQUENCE (Grade Placement of Skills)

CODE:

B – Basic Skill To Be Taught in the Grade. (Minimum Essentials)

R – Review of Basic Skills

O – Optional Skills To Be Taught If Time Permits, OR if Class Progress Permits

ADV. – Advanced Skills To Be Taught After Basic Skills Are Mastered.

SKILLS	JR. HIGH SCHOOL	SENIOR HIGH SCHOOL		
	GRADE 8 (30 Pds.)	GRADE 10 (15 Pds.)	GRADE 11 (0 Pds.) or (15 Pds.)	GRADE 12 (15 Pds.)
KICKING				
Instep, straight	B	R	R	R
Inside of foot	B	R	R	R
Outside of foot		B	R	R
Scissors			O	ADV.
Jump			O	ADV.
Power pass, long	B	R	R	R
Short pass, inside of foot	B	R	R	R
Short pass, outside foot		B	R	R
Short pass, heel kick		O	O	ADV.
Short pass, sole of the foot		B	R	R
Short pass, toe left	B	R	R	R
Short pass, lob, side of the foot		B	R	R
Toe kick, fullback & Goal		B	R	R
Knee kick		O	O	ADV.
Back, overhead				O
TRAPPING				
Wedge, sole of the foot	B	R	R	R
Inside of the foot	B	R	R	R
Outside of the foot		B	R	R
Thigh, inside		B	R	R
Chest and body		B	R	R
Double knee-shin			O	B
Stomach			O	B
Head			O	ADV.
DRIBBLING				
Inside of the foot	B	R	R	R
Outside of the foot	B	R	R	R
Toe chop, with backspin		B	R	R
Sole of the foot; stop-and-go			O	ADV.
Sole of the foot; reverse and pivot			O	ADV.
Step-over, with direction change			O	O

SCOPE AND SEQUENCE (Continued)

SKILLS	JR. HIGH SCHOOL	SENIOR HIGH SCHOOL		
	GRADE 8 (30 Pds.)	GRADE 10 (15 Pds.)	GRADE 11 (0 Pds. or 15 Pds.)	GRADE 12 (15 Pds.)
HEADING				
Forward	B	R	R	R
Sidewards, left and right	B	R	R	R
Backwards			O	ADV.
Jump		B	R	R
THROWING IN				
Feet together	B	R	R	R
One foot advanced		B	R	R
Running			B	R
TACKLING, CHARGING, BLOCKING				
Basic stance	B	R	R	R
One leg tackle	B	R	R	R
Sole of the foot		B	R	R
Charging			O	O
Blocking		B	R	R
FEINTING				
Body feints			O	O
Foot feints			O	ADV.
GOAL KEEPING				
Basic stance	B	R	R	R
Catching				
Rolling ball	B	R	R	R
Low ball	B	R	R	R
High ball	B	R	R	R
Punching	B	R	R	R
Tipping		B	R	R
Dodging			B	B
Diving			O	O
Throw out	B	R	R	R
Roll out		O	O	O
Punt	B	R	R	R
Drop Kick		B	R	R

SCOPE AND SEQUENCE (Continued)

SKILLS	JR. HIGH SCHOOL	SENIOR HIGH SCHOOL		
	GRADE 8 (30 Pds.)	GRADE 10 (15 Pds.)	GRADE 11 (0 Pds. or 15 Pds.)	GRADE 12 (15 Pds.)
GAME SITUATIONS				
Kickoff		B	R	R
Corner Kick	B	R	R	R
Goal Kick		B	R	R
Drop ball	B	R	R	R
Penalty-free, direct kick		B	R	R
Penalty, indirect kick		B	R	R
Basic lineups				
Offensive W.	B	R	R	R
Defensive-Three back		B	R	R
Offensive-M formation				B
Eight man lineup			O	ADV.
Rules, and play progression	B	R	R	R
Position play	B	O	O	ADV.
KNOWLEDGE AND SKILL TESTS	B	B	B	B
LEADUP GAMES AND DRILLS	B	B	B	B
CULMINATING ACTIVITY: – Games and Tournaments.	B	B	B	B

APPROACH AND MOTIVATION

Suggested Approach

Soccer is a universal game. It is truly an international sport.

Soccer provides for physical conditioning and mental alertness and development.

Soccer appeals to the adolescent urge for a contact sport.

Soccer provides for varying types of body build in the playing of the game. The small agile boy can play on the same team as the tall powerful boy, and contribute his share to the success of the team. Soccer involves skillful team play, and develops an interdependence of all boys for the successful completion of plays.

There are increasing opportunities to play the game after school in clubs, intramurals, interscholastic, and collegiate competition.

There are increased opportunities to see the best professionals throughout the world in international competition in New York City.

Pupils can learn about the cultures of other nations on the common ground of an interest and knowledge of the game of soccer.

Suggested Procedures For Introducing And Motivating The Unit

Plan a demonstration game by members of the varsity squad.

Show selected films, film strips, and action shots of college or professional teams in action.

Make up a soccer bulletin board with pictures, illustrations, and charts.

Have pupils report on games seen on television, or outside of school.

Have a proficient member of the department give a demonstration of basic skills involved in playing soccer.

Utilize the basic interest of a desire to make the varsity team.

Skill tests can be used as a motivating force. A desire for improvement and to learn the sport can be inculcated through the use of objective tests of skill.

Reference may be made to the culminating activity which should involve either an intra-squad tournament, or an intramural tournament.

Each Associate Teacher may act as the coach for his teams to simulate the interscholastic phase of the sport.

INSTRUCTIONAL MATERIALS

In addition to the materials which the ingenious teacher will devise to fit his particular situation. The following materials will be necessary to a complete program –

Sufficient soccer balls to insure full participation.

Pressure sensitive tape for floor and wall markings.

Traffic cones or Indian clubs for obstacle dribbling.

Films and filmstrips from such sources as the NCAA Visual Aids Committee, Ohio State University Sportshelf, Soccer Aids and The Athletic Institute.

Magnetic boards to illustrate formations and position play.

Books, booklets and professional publications such as the Soccer Journal of the NSCAA.

Official Rules and Laws of the game. It is necessary for the teacher to be aware of the differing rules among those who play the International Rules, the New York State High School Federation Rules, the Laws of the United States Soccer Football Association, and by the local amateur leagues.

Achievement tests, standards and results as a basis for student self-evaluation and motivation.

Charts and diagrams describing and illustrating individual and team skills.

Intramural team standings, and interscholastic league schedules and standing.

Local league information, announcements of international tours and league plays.

A marked-out official soccer field, if outdoor athletic field is available.

Indoor modified soccer goal nets (portable).

TEACHING SUGGESTIONS

Class Organization And Management

Mass class formations, such as squad or spot formations, lend themselves to efficient instruction and demonstrations of soccer skills from the platform.

Class organization should involve breaking up the class into small teachable units in squads of not more than eleven pupils.

Circle formations are useful in such squad activities as heading, short passing, and the like.

Through the use of pressure-sensitive tape, the outlines of a goal can be marked on a wall.

A line at the height of eight feet marking the top of the goal on the wall with pressure sensitive tape can be very useful.

Skill demonstrations can be accomplished with semi-circle, or "fireside-chat" formations.

Shuttle formation can be effectively utilized for the practice of such skills as dribbling, dribble-and-pass, and short-pass kicks.

It is suggested that if soccer is taught indoors in limited area, soccer balls be slightly deflated to reduce hazards of being hit by a flying ball. Volley balls may also be used.

Warmup drills, where possible, should be directly applicable to the skills to be taught.

Each Associate Teacher should be assigned to a Platóon, and be directly responsible for the teaching of that platoon.

Rotation of squads will provide for variety during the course of a lesson.

Maximum use should be made of student leaders and varsity team members for demonstrations, testing, and control of squad activity.

Squad wall and squad-target formations are useful in planning such kicking activities as a penalty kick, free kick, fullback kick and the like. (See Diagrams)

Specific squad assignments should be posted prior to the start of the period to save time, so that pupils know exactly where they are to go and what they are to do, following the teaching portion of the lesson.

Grade-achievement charts should be posted as a motivating device for improved skills. A similar chart with specific-objective tests can be posted.

The bulletin boards can be maximally utilized for skill teaching with many visual aids, pictures, diagrams.

General Teaching Suggestions

Formulate an overall teaching plan for the soccer unit.

Compose daily lesson plans as a guide.

Eliminate all safety hazards.

Plan for the maximum use of space and equipment.

The student should understand the concept of the whole game as it ultimately will be played before emphasizing game elements and skills.

Soccer must be constantly motivated, since many pupils are unfamiliar with the game.

Provide for maximum activity by the class through the use of mimetics, varied drills, leadup games, conditioning exercises, and intrasquad competition.

Provide for teacher-directed student demonstrations.

Give recognition for improvement shown in skills by students.

Apply official rules to all game situations.

Reduce the analysis of the skills to its simplest elements.

In upper grades provide for review of basic skills before going on to advanced skills, game strategy, etc.

Observe and note learning difficulties. Revise lessons in accordance with these observations.

Use a variety of approaches, drills, games, and relays as they apply to soccer skills.

Individualize the critical analysis of skill performance of the pupils through the use of specific and general cues and corrections.

Insist upon perfect drill practice for the learning of skills in the way in which they will be used in the game.

Use the magnetic board and blackboard to explain offensive and defensive team strategy.

Analysis, explanation, demonstration, practice, correction and criticism, cues, are basic methods in teaching soccer skills.

Safety Precautions

All students should have a medical examination and be physically fit to participate in the activity.

Pupils who are restricted from the activity may participate beneficially as equipment managers, achievement recorders, secretaries, and operators of audio-visual equipment.

Eyeglass guards should be worn by pupils who need them.

All equipment and facilities should be thoroughly checked prior to their use. This check includes field surface, goals, goal nets, balls, and pupil preparedness.

Shin guards should be provided where needed.

When the sport is being taught indoors, soccer balls should be slightly deflated to minimize injury. Volleyballs may be used.

Teach the rules governing personal fouls and enforce them rigidly.

A preliminary lesson should be devoted to teaching pupils how to fall without injury when tripped or struck.

Such dangerous practices as toe kicking while wearing sneakers, high kicking, charging the goalie, attempting to head a low bouncing ball should be strictly discouraged by the teacher. Special precautions should be taken to prevent these inherently dangerous situations from occurring.

Have all gymnastic apparatus cleared from the floor of the gym, or stored in one corner.

Have all mats hung up, except where there is a specific use for them.

Plan for the maximum utilization of available space so as to prevent conflict of group movement.

Plan to utilize available outdoor play space where possible.

Make sure that pupils are thoroughly prepared for the activity by a prior warmup and conditioning series of drills and exercises, related to the activity.

Provide for maximum teacher and student leader supervision in all activity situations.

Have pupils properly classified so that they are playing with others of approximately the same size, weight, age, and skill.

From time to time it is advisable to make general safety hints as a forewarning to prevent accidents. Safety objectives should be paramount.

Careful progression of skills should be planned in accordance with student abilities.

SOCCER—A BRIEF DESCRIPTION

The Teams

Each has eleven players. There are five forwards, three halfbacks, two fullbacks, and one goalkeeper. Only the goalkeeper, within his own penalty area, may touch the ball with his hands.

Time of Play

International matches – two forty-five minute halves. New York City PSAL – two thirty-minute halves, or four-fifteen-minute quarters.

Ball out of Bounds

When a ball is played over the sidelines, the opposing team takes a Throwin by using both hands, throwing the ball over the goal line, but not into the goal. A Corner Kick is taken by the attackers, from the point marked by a flag, when a defender sends the ball over his own goal line, but not into the goal.

Scoring

A goal, counting one point, is scored when the whole ball has passed over the goal line, between the goal posts and under the cross bars provided that it has not been thrown, carried, or propelled by hand or arm by a player of the attacking team. The team with the greater number of goals is the winner.

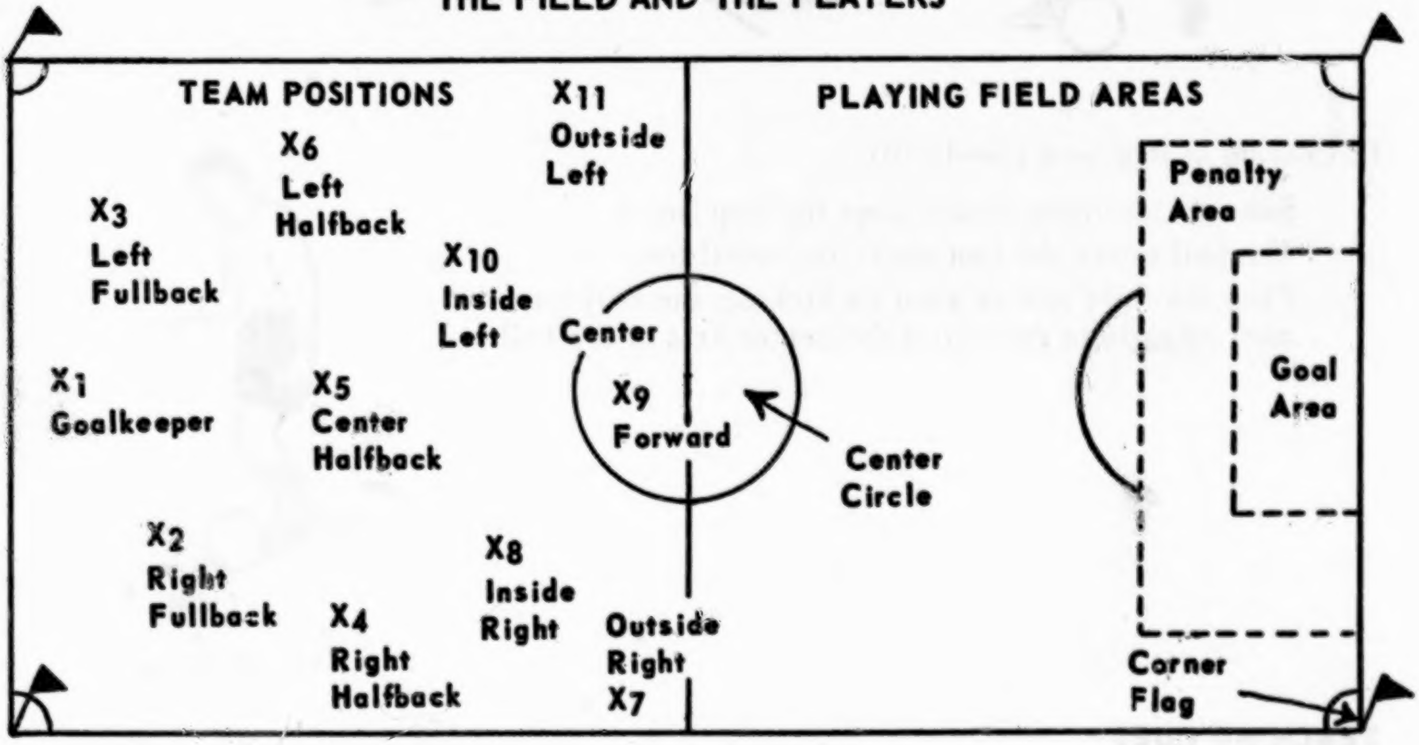
Fouls

A Direct Free Kick, from which a goal may be scored directly, is awarded for any one of nine reasons – tripping, kicking, striking, pushing, holding, violently charging or jumping at an opponent, charging from behind or handling the ball. *A Penalty Kick* is awarded for any one of these violations committed by a defender within his own penalty area. *An Indirect Kick* is awarded for dangerous play, charging an opponent fairly without the ball within playing distance, obstructing, charging the goalkeeper unless he is obstructing or outside his goal area. For a goal to be scored from an Indirect Free Kick, the ball must be touched by any player of either team, other than the Kicker, before passing through the goal. No foul shall be called unless the action is intentional. The Referee is the sole judge of intent.

Offside

A player is Offside if: he is nearer his opponent's goal line than the ball at the moment the ball is played, unless there are two opponents nearer to their own goal line than he is; the ball last touches an opponent or was last played by him; or he is in his own half of the field. There is no Offside on a Goal Kick, Throw-in, Corner Kick, or when the ball is dropped by the Referee.

THE FIELD AND THE PLAYERS


TEAM POSITIONS
X11 Outside Left
X6 Left Halfback
X3 Left Fullback
X10 Inside Left
Center
X1 Goalkeeper
X5 Center Halfback
X9 Forward
X2 Right Fullback
X4 Right Halfback
X8 Inside Right
Outside Right X7
PLAYING FIELD AREAS
Penalty Area
Goal Area
Center Circle
Corner Flag

Dimensions – *Field* – 50 – 100 yds. wide: 100 – 130 yds. long
Penalty Area – 18 yds. × 44 yds.
Goal Area – 6 yds. × 20 yds.
Center Circle – 10 yd. radius
Penalty Mark – 12 yds.
Goal – 8 yds. × 8 ft.

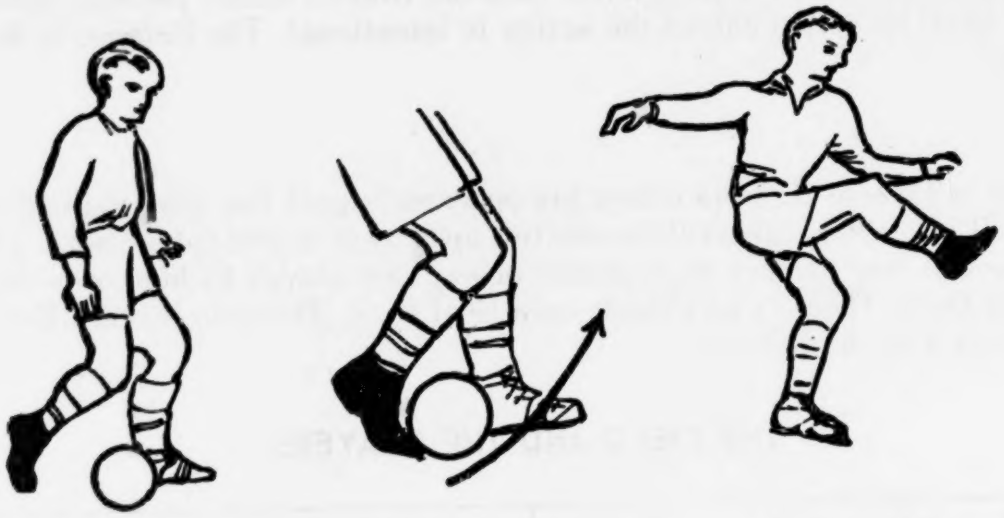
GRADE 8: ANALYSIS, TEACHING CUES, APPLICATIONS

KICKING

ANALYSIS

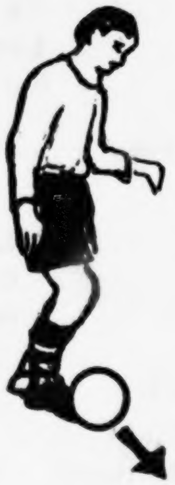
A. Basic instep kick (illustrated below).

Place non-kicking foot alongside of ball.
Swing kicking leg forward from hip and bend knee so heel is well back.
When knee comes in line with the ball and the eye, straighten the leg.
The top of the instep should meet the ball, the toe being extended or pointed downward.



B. Outside of foot kick (Grade 10).

Same as for inside kick except for step No. 4
The ball meets the foot above the small toe.
When the right foot is used for kicking, the ball may meet slightly to the left of the center axis of the ball.



Outside Kick

TEACHING CUES

Kicking leg relaxed
Knee pointed forward
Body over ball
Ankle relaxed
Eye on ball
Jump to non-kicking foot as other leg swings into position for the kick. Have player practice on the jump without a ball.

APPLICATIONS (See Diagrams page 97.)

Parallel Lines – Boy from one line kicks to his opposite in other line.

First Time Kick Drill – Two lines: One passes to opposite who kicks for goal.

Alternating Kick – Two ranks facing each other. One kicks to the other who traps and kicks back to first rank.

DRIBBLING (Grades 8-10)

ANALYSIS

Ball tapped and pushed along the ground with inside of foot.

Body forward with head over ball.

Feet alternate in pushing the ball.

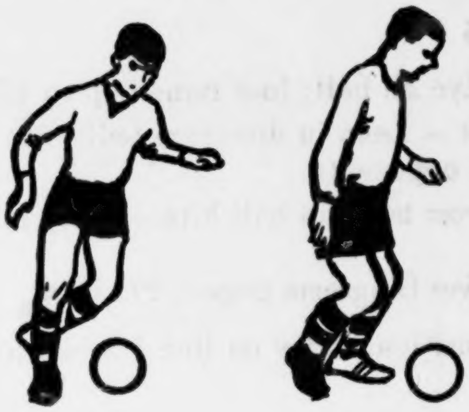
Ball should travel in a straight line.

TEACHING CUES

Keep ball near feet.

Push, do not kick ball.

Keep ball traveling straight ahead.



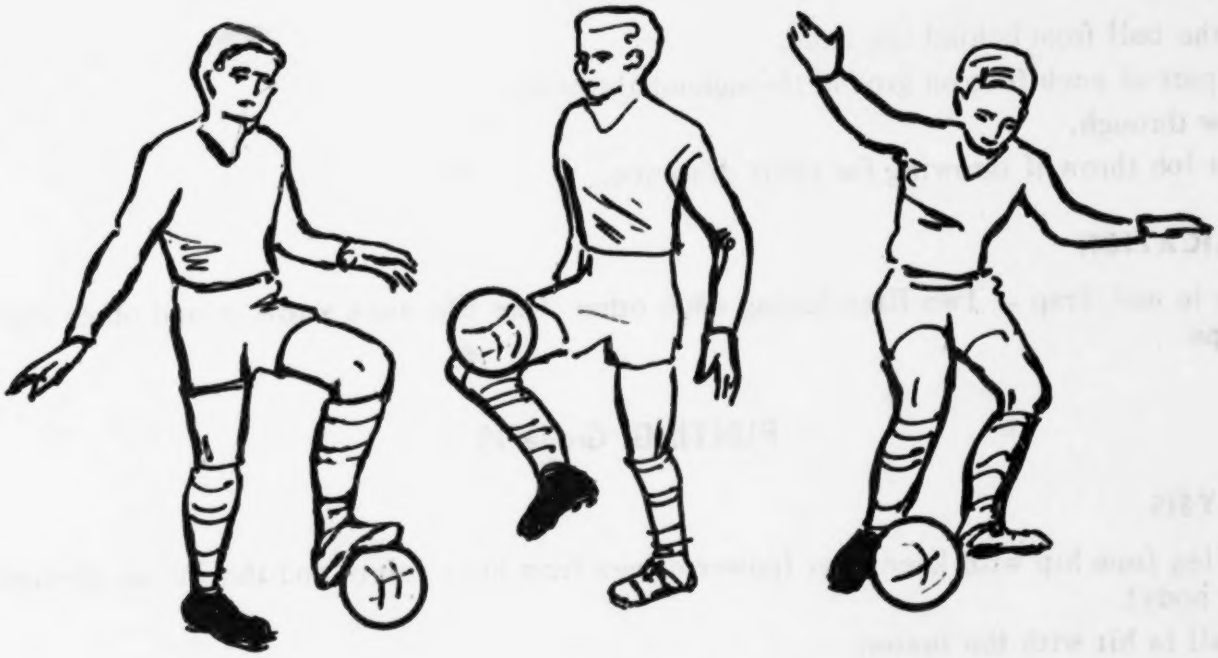
APPLICATIONS (See Diagrams pages 97, 100.)

Center and Shoot Drill – 2 files facing same direction. One dribbles forward, passes to pupil on other line who kicks for goal.

Cross, Center and Shoot Drill – 3 files all facing goal. One takes short dribble, passes to boy in file 3 who kicks for goal.

Dribble Relay – File formation. First boy in each file starts by dribbling in and out between his teammates.

TRAPPING: Grade 8.



ANALYSIS

A. Sole of Foot

Face the ball.

Raise foot with knee slightly bent and toe higher than heel, making "V" between sole and the ground into which ball rolls.

B. Side of Foot

Trapping foot is off the ground.

Turn foot so that ball meets foot and rebounds in desired direction (away from opponent).

TEACHING CUES

Leg extended – Eye on ball; foot turned up to 45° angle.

Watch ball hit foot – Lean in direction ball is to be deflected – Trap ball at right angles to approaching opponents.

Hold arms away from body as ball hits – Keep relaxed

APPLICATION (See Diagrams pages, 97, 1[illegible])

Parallel Line Formation – Boy on line 1 kicks to line 2. Boy traps and kicks back to line 1.

THROW-IN Grades 8 - 10

ANALYSIS

Palms of hands on opposite sides of ball with fingers toward back and gripping ball firmly.

Wrists are bent downward so that ball is held well back of the head.

One foot should be ahead of the other to maintain balance.

Snap of the wrist, elbow, shoulder and trunk should enter into the throw.

Feet must be in contact with the ground at all times.

TEACHING CUES

Start the ball from behind the head.

Keep part of each foot on ground throughout throw-in.

Follow through.

Do not lob throw if throwing for short distance.

APPLICATION

Throw in and Trap – Two files facing each other. One file uses throw in and other line traps.

PUNTING: Grade 10

ANALYSIS

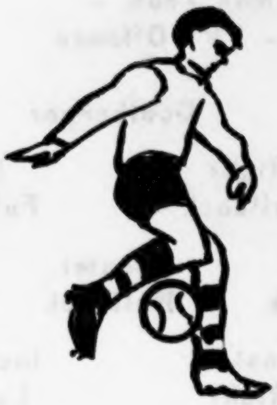
Swing leg from hip with knee bent (power comes from knee joints and the follow through of the body).

The ball is hit with the instep.

Keep eyes on ball until it meets foot.
Keep eyes on foot after kick is made.
Ball should be kicked at waist-high level for distance.
Non-kicking foot should be in front of kicking foot.

TEACHING CUES

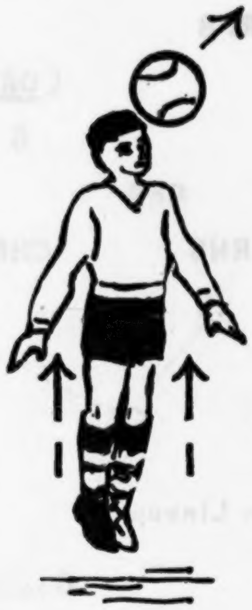
Watch ball until it meets the foot.
Rise on toe of front foot.
Ball kicked directly in front of body.
Body should be in air for follow through.



HEADING: Grades 8 - 10

ANALYSIS

Ball is hit by forehead.
Eyes follow ball as long as possible.
Flex knees before contact.
Jump off ground to meet ball in air; if opponent is near.
Head is brough back and then thrust forcefully foreward.
Head follows through by stretching foreward away from the shoulders.



TEACHING CUES

Hit ball with head rather than let ball hit you.
Do not duck head; see the ball hit.
Take-off from one foot by driving from hip, knee and ankle joints with the body erect.
Do not attempt to head a ball below chin height.

APPLICATION

Head and Dodge Drill – 1 throws ball to 2 and follows in: 2 heads ball beyond 1 and attempts to recover it.

Playing the Ball Drill – Player attempts to keep ball bouncing by playing it with his head, foot, or body between each bounce.

BASIC LINEUPS – DEFENSIVE AND OFFENSIVE ALIGNMENTS

Official 11 Man Team –
Two Back – "W" Offense

Goalkeeper

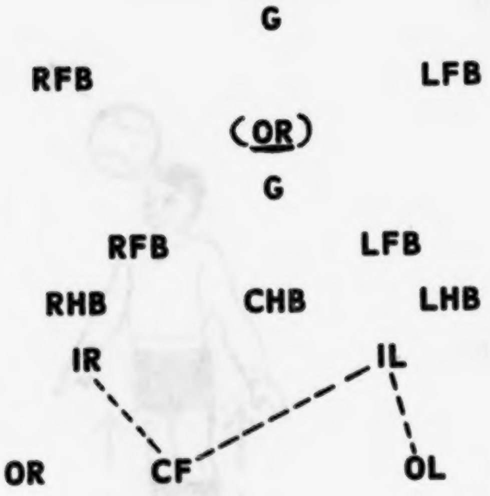
Right Fullback   Left Fullback

Right Halfback   Center Halfback   Left Halfback

Inside Right   Inside Left

Outside Right   Center Forward   Outside Left

FIELD PLACEMENT


G
RFB
LFB
(OR)
G
RFB
LFB
RHB
CHB
LHB
IR
IL
OR
CF
OL

Three Back – "M" Offense

Goalkeeper

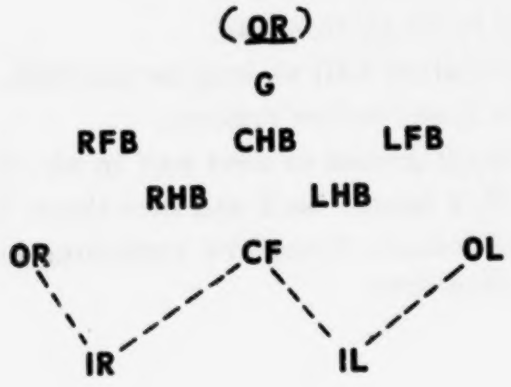
Right Fullback   Center Halfback   Left Fullback

Right Halfback   Left Halfback

Outside Right   Center Forward   Outside Left

Inside Right   Inside Left

FIELD PLACEMENT


(OR)
G
RFB
CHB
LFB
RHB
LHB
OR
CF
OL
IR
IL

8 Man Lineup

Goalkeeper

Right Wing   Center Back   Left Back

Right Wing   Inside Right   Inside Left   Left Wing

6 Man Lineup

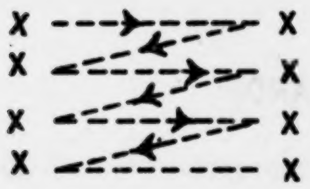
Goalkeeper

Right Back   Left Back

Right Wing   Center Forward   Left Wing

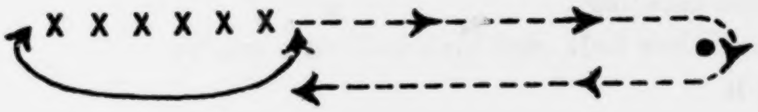
BASIC DRILL FORMATIONS

OPPOSING LINES



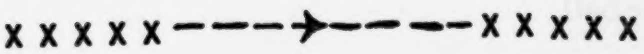
For drill in kicking, trapping heading, passing

SHUTTLE



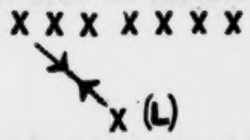
For drill in dribbling

FILE



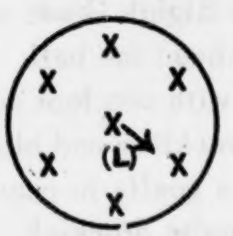
For drill in dribbling, kicking, heading

LEADER AND RANK



For drill in heading, passing, trapping

CIRCLE



For drill in throw-in, passing, heading

SPECIAL SITUATION DRILLS

Goalkeeper – Penalty kick, Corner kick, Indirect kicks, Rolling ball, Bouncing ball, High ball, Catching, Tipping, Diving, Offensive moves
Forwards – One man, Two Men, Three Men, Five Men, Dribbling, Passing
Halfbacks – Throw-in, Long Kicks, Defense against Forwards drills
Kickoff combinations
Switching Offensive and Defensive Alignments

GENERAL PURPOSE DRILLS

Keep away – One group attempts to maintain possession of the ball.
Limit area – Keep groups small (3 - 4) to insure full activity.
Keep It Up – Circles – Heading or Kicking – Heading combinations.
Keep ball off ground. Time limit or number of contacts.

EVALUATION

GRADE ACHIEVEMENT STANDARDS

Pupils should be able to demonstrate the skills and appropriate knowledge as indicated:

GRADE 8

Knowledge of basic rules of the game
Simple short kicks and passes
Simple foot traps
Ability to dribble and control ball using inside and outside of foot
Ability to head the ball forward and to the side
Basic elements of the throw-in
Basic stance and movement in blocking and tackling
Basic stance and ability to stop rolling ball, low ball, and high ball as a goalie
Throw the ball as a goalie after stopping it
Punt the ball after stopping it as a goalie

GRADE 10

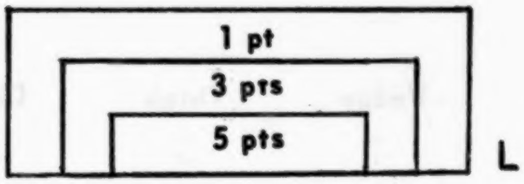
All of the Eighth Grade skills
Jump and head the ball
Throw-in with one foot advanced
Skills in tackling and blocking
Skills as a goalie in punching and tipping the ball
Skill in goalie dropkick
Certain game situations such as kickoff alignment, direct and indirect penalty kicks
Basic offensive formations such as the three-back defense, and the "W" offensive alignment

GRADE 12

All eighth-and tenth-grade skills
Knowledge of basic rules of the game including offside rule, rules for personal fouls, and the like
Basic game strategy on offense such as inverted "W" or "M" formation, three-back defense, etc.
Ability to play the game, having mastered basic skills
Defensive and offensive assignments

TESTING – PRACTICAL SKILLS

Kicking, Passing, Heading



Wall Target

Gym Wall or Handball Court
Chalk or tape markings
Leader rolls ball for kick or pass test
Leader tosses ball for heading test

Target areas

2′ × 6′
4′ × 8′
6′ × 10′

Target Dist.

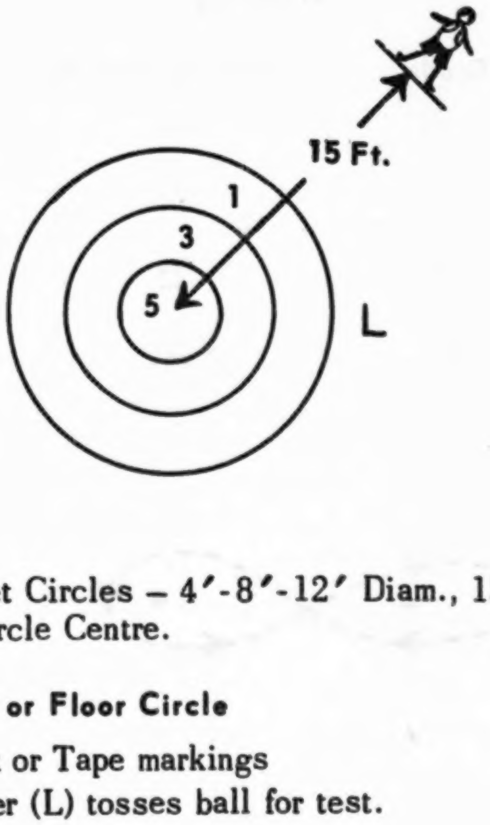
15′

Achievement Standards

All scores on these tables indicate minimum passing marks. All scores are computed by adding scores of three trials. Exception: Dribbling score based on best of two time trials. For higher marking standards, use scores one grade and two grades above grade being tested.

Grade	Kicking	Passing
8	5	7
10	7	9
11	8	10
12	9	11

Heading



Target Circles – 4′-8′-12′ Diam., 15′ to Circle Centre.

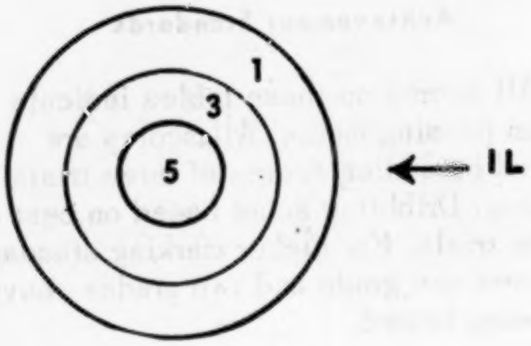
Field or Floor Circle

Chalk or Tape markings
Leader (L) tosses ball for test.

Heading

Grade	Heading
8	8
10	10
11	11
12	12

Trapping



Field of Floor Circle

Leader (L) rolls, bounces or tosses (Depends on trap being tested) to pupil who stands in the center of the circle. Score according to circle where ball is controlled.

Target Circles

4′-8′-12′ Diam.

Target Distance

15′ to Circle Center

Trapping

Grade	Wedge	Thigh	Chest
8	7	5	6
10	9	7	8
11	10	8	9
12	11	9	10

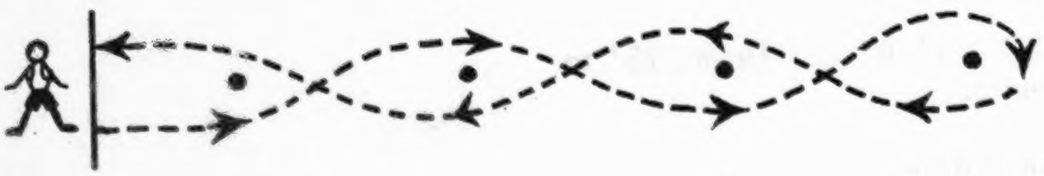
Dribbling

Field of Floor Obstacles

Distance start to first obstacle – 15′
Distance between obstacles – 15′
Four obstacles used
Scoring is based on elapsed time – best of two time trials

Dribbling

Grade	Time in Seconds
8	28
10	24
11	22
12	20



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CHAPTER V

TOUCH FOOTBALL

Touch football is an outgrowth of regulation football. The game was developed to assure safety in the teaching of football fundamentals. Since the most likely causes of injury are tackling and blocking, and since players in the ordinary gymnasium classes do not wear protective equipment, touching has been substituted for tackling. The game is one of action, and appeals to the adolescent since many of the thrills of football are provided in the regulation touch football game.

Football originated in an intercollegiate game between Princeton and Rutgers Universities in 1869. At that time the game was a combination of rugby and soccer. Since that time the sport has grown steadily in the United States until it now occupies a preeminent place as the main Fall interscholastic sport.

SCOPE AND SEQUENCE CHARTS ARE GIVEN ON PAGES 106-108.

OBJECTIVES

To teach the fundamentals of touch football as a means of providing skills for the playing of the game

To develop speed, basic skills, strength and agility for effective performance

To learn important rules of the game and their application

To develop physical fitness as a concomitant value

To learn game strategy in relation to the application of the basic skills

To develop "intelligent spectatorship" for the enjoyment of watching expert play

To play the game in competitive situations for the worthy use of leisure time

APPROACH AND MOTIVATION

Suggested Motivational Devices

Have a demonstration game by members of the varsity football team using touch football rules.

Show selected films, film strips, slides and action shots of the sport.

Have members of the Leader's Corps give a demonstration of selected skills, and game situations.

Make up a football bulletin board containing basic rules, illustrative skills, etc.

Have pupils report on games observed on T.V. or games played by the school team.

Have a proficient member of the staff give a clinic and a demonstration of football skills.

Indicate to the class that the culminating activity will involve an inter-squad touch football tournament.

Post skill achievement tests to be given and grade standards to be achieved.

SCOPE AND SEQUENCE (Grade Placement of Skills)

CODE:

- **B** – Basic skill to be taught in the grade. (Minimum essentials)
- **R** – Review of basic skills
- **O** – Optional skills, to be taught if time permits, Or, if class progress permits.
- **ADV.** – Advanced skills, to be taught, after basic skills have been mastered.

SKILLS	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
	GRADE 7 (15 Pds.)	GRADE 9 (15 Pds.)	GRADE 10 (15 Pds.)	GRADE 11 (30 Pds.)
STANCE				
Linesman's				
Three point	B	R	R	R
Four point		B	R	R
Two point			B	R
Backfield Man				
Three point		B	R	R
Two point	B	R	R	R
Four point			O	O
Center				
Single wing		B	R	R
T formation	B	R	R	R
PASSING				
Overhand: Grip and follow through	B	R	R	R
Overhand: drop back		B	R	R
Overhand, running			B	R
Overhand: jump			O	ADV.
Underhand; one-hand shovel			B	O
Underhand; two-hand			B	O
Basketball pass			O	ADV.
CATCHING PASS				
Pass receiving; Use of hands and arms	B	R	R	R
Techniques of pass receiver				
Fake; go long		B	R	R
Fake; sideline		B	R	R
Fake; buttonhook			B	R
Double fake			O	ADV.
Change of pace			O	ADV.

SCOPE AND SEQUENCE (Continued)

SKILLS	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
	GRADE 7	GRADE 9	GRADE 10	GRADE 11
	(15 Pds.)	(15 Pds.)	(15 Pds.)	(30 Pds.)
BALL CARRYING				
Holding Ball	B	R	R	R
Receiving ball from center				
Single wing		B	R	R
T Formation	B	R	R	R
Faking			B	R
Switching hands				B
Straight arm			O	ADV.
Following blockers			B	R
Change of direction				B
Change of pace			O	ADV.
BLOCKING				
Shoulder		B	R	R
Cross Body (Not in Touch Football)			B	R
Brush block		B	R	R
Rolling side body (Not in Touch)				ADV.
KICKING				
Punt; step and a half	B	R	R	R
Punt; rocker			O	ADV.
Place kick			O	ADV.
Place kick; extra point			B	R
OFFENSIVE PLAY				
Single wing formation		B	R	R
T formation	B	R	R	R
Variations of T formation			O	ADV.
Double wing			O	O
Kickoff			B	R
Punt; long				B
Punt, short				O
Place kick			O	ADV.
DEFENSIVE PLAY				
Line play	B	R	R	R
End play	B	R	R	R

SCOPE AND SEQUENCE (Continued)

SKILLS	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL	
	GRADE 7 (15 Pds.)	GRADE 9 (15 Pds.)	GRADE 10 (15 Pds.)	GRADE 11 (30 Pds.)
DEFENSIVE PLAY				
Line backer		B	R	R
Backs	B	R	R	R
Block kicks			O	O
OFFENSIVE STRATEGY			O	ADV.
DEFENSIVE STRATEGY			O	ADV.
KNOWLEDGE AND SKILL TESTS	B	B	B	B
LEADUP GAMES AND DRILLS	B	B	B	B
CULMINATING ACTIVITY; Games and Tournaments	B	B	B	B

Suggested Approach

Have each associate teacher coach several teams in his platoon.

Utilize basic conditioning exercises and drills such as would be performed by the varsity squad in pre-season training.

Classify the squads according to age-height-weight index to assure evenly matched teams.

Stress safety precautions and play according to the rules.

A pre-test of basic skills might be given.

INSTRUCTIONAL MATERIALS

Sufficient footballs for efficient squad and drill practice

Goal posts marked out on a wall with pressure sensitive tape

Marked out football field

For flag football, heavy cotton twill fabric about 18 inches long by three inches wide to be worn by backs and ends, one on each hip

Several standing blocking dummies

Colored shirts to designate different teams

Whistles, timers, and watches

CLASS ORGANIZATION AND MANAGEMENT

Where possible, class organization should involve squads of eleven pupils to insure maximum pupil activity in the practice of skills.

Available outdoor space should be used to its maximum.

Indoor space can be used as well as outdoor space for practice of certain skills such as passing, blocking, running, kicking against a wall.

Constant and progressive review of skills should be provided for.

Leadup games, and squad drills should be emphasized for putting skills into effective game situations.

Student leaders can be used as team captains, and teacher assistants.

Warmup drills should be directly applicable to the skills to be taught.

Sufficient mats should be available and used for certain indoor drills such as line play.

In unit teaching, provision for variety of activity can be effected by a squad rotation plan.

Opportunity should be provided for each pupil to learn the basic skills of different positions.

Basic rules involving no tackling, or no leaving the feet for blocking, should be strictly enforced.

Secretaries and team managers should be appointed for care of equipment.

All equipment should be checked at the beginning and at the end of the period.

Improvisations can be made. Some suggestions are:

a. Hang tires from climbing ropes for football accuracy passing.
b. Chalk concentric circles on mats as a target for football passing accuracy.
c. Use a low jumping bar or rope for low line charge.
d. Use a rolled up rubber broad jump mat as a blocking dummy.
e. Mark out a football goal post on an available wall using pressure sensitive tape.
f. Lay down rubber tires for footwork and agility drills for backs. Traffic cones can also be used to advantage.
g. Utilize mats for line play, and blocking.
h. Use the golf driving cage (if available) for place kicking practice.

GENERAL TEACHING SUGGESTIONS

Use modified games and drills in the way in which the skills will be used in the game situation.

Use regulation game rules at all times.

Use available audio-visual aids including chalk talks, magnetic boards and the like to present concepts, drills, strategy, and formations.

Prepare a series of teaching notes as a guide for future planning of lessons.

Self-testing activities can be used as motivation for skill development.

The daily lesson plan should include opportunity for practice of skills which are taught. Provide for review before going on to new skills.

A pre-test of skills will indicate needs of pupils.

Insist that skills be practiced in the way in which they will be used in the game situations.

Analysis of skills should be simplified into their basic components.

Opportunity should be provided for the more skilled in the class to practice more advanced forms of basic skills.

Mimeographed material containing such items of information as rules, formations, plays, signals can be effective time-savers.

SAFETY PRECAUTIONS

Pupils must be taught how to fall properly, without injury, as a basic skill to touch football.

The class should be thoroughly warmed up before engaging in the practice of the skill.

The general series of basic exercises suggested as the basic daily dozen in the unit on Body Conditioning can be used for general warmup.

All pupils should have a medical examination and should be physically fit before participation.

Insist that the rules related to tackling and blocking be adhered to at all times. Enforce the rules for personal fouls and clipping rigidly.

Mats should be used for activities involving possible falls.

Carefully check conditions of the outdoor play area for possible hazards such as glass, holes, etc.

Have the class walk through formations and drills, then have them run at half speed.

Carefully plan the placement of squads for squad practice to avoid the hazard of pupils running into each other.

Insist that all pupils be properly dressed for the activity with good, usable gymnasium sneakers and uniforms.

Provide pupils with blocking pads when teaching blocking.

Provide for maximum teacher and leader supervision of activities.

Careful progression of skills should be planned to prevent injuries, strains, and sprains.

Prevent ankle injuries by teaching pupils how to lace their sneakers properly. Suggest ankle tapes for those with weak ankles.

Prevent pupils from playing with eyeglasses.

Insist that pupils refrain from wearing jewelry, medals, etc.

Safety objectives should be constantly stressed.

BASIC RULES

1. Starting The Game

a. The length of the game and the time available during the period will be determined by the teacher.
b. The playing field may be modified.

2. Scoring

a. Touchdown – 6 points.
b. Point after touchdown – 1 or 2 points.
c. Safety – 2 points.
d. Field Goal – 3 points.

3. Players and Substitutes

a. Not more than eleven players on each side.
b. Six to nine players are recommended.
c. Substitution should be freely made and be unlimited.

4. Playing Regulations

a. Toss of coin may designate kicking and receiving teams.
b. Kickoff shall be from a spot approximately 20 yards from kicker's own goal.
c. When playing on a hard surface all fumbles should be immediately declared dead. The ball should belong to the team losing the ball at the spot of the fumble.
d. On turf fields the fumble may be recovered and advanced by either team. This rule is at the discretion of the teacher.
e. Each team will have four downs to advance the ball 10 yards. Modification may be made of this rule.
f. The player is declared downed and the ball is dead when an opposing player touches the ball carrier with both hands simultaneously below the shoulder girdle. Or a flag may be pulled from the belt. A one hand touch may be used at the discretion of the teacher.

g. **One forward pass is allowed per play. Backs and ends only are eligible to receive passes.**

When fewer than eleven players are used, all players are eligible to receive a pass.

5. Fouls and Penalties

a. **It shall be a foul to:**

(1) **Tackle, push or trip another player.**

(2) **Use hands or feet in an attempt to block an opponent.**

(3) **Leave the feet while attempting to block, or make a touch on an opponent.**

b. Penalties:

(1) Fifteen yard penalty for tackling an opponent.

(2) Offensive blocking must be done between the shoulder and the knee. Blocker may not leave his feet. Penalty for illegal blocking, 15 yards.

(3) Use of hands on offense is illegal. 15 yard penalty for illegal use of hands.

(4) Violent use of hands on defense – 15 yard penalty.

c. Offside:

(1) All players must remain on side until the ball is snapped.
Penalty – 5 yards.

d. Forward Pass

(1) One forward pass on each down may be made. This must be made behind the line of scrimmage. If the pass is touched before throwing the ball, then the pass is declared illegal.

e. Lateral

(1) A lateral pass is legal anywhere on the field.

f. Punt Formation

(1) The defensive team cannot rush the kicking team when they declare a kick. The offensive team has three seconds to kick.

g. Delay of Game

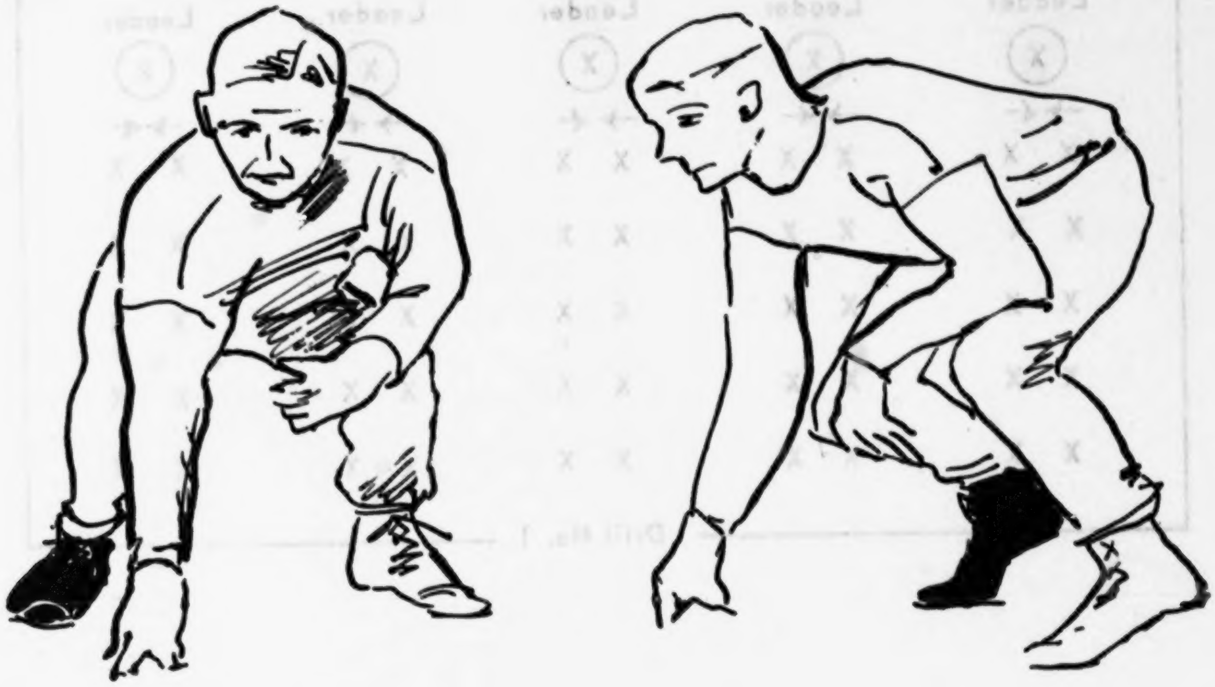
(1) The offensive team has 25 seconds to put the ball in play.
Penalty – 5 yards.

h. Other Rules

Any rules not specified herein will be the same as regulation football.

GRADE 7: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

Linesman's Three Point Stance



ANALYSIS

Feet are well spread for power, balance, and body control.
Weight is evenly balanced on the balls of the feet and hand.
Hand outside of and in front of right knee.
Back straight and buttocks low.
Head up and eyes on the target.
Take short, digging, choppy steps.

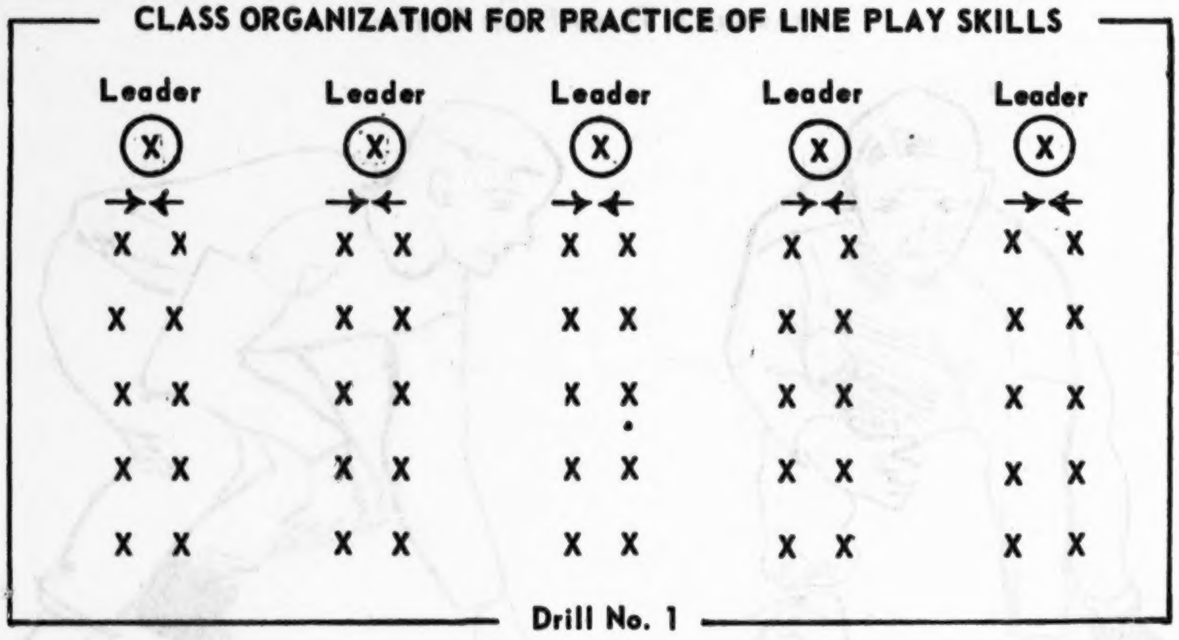
TEACHING CUES

Linesman's stance can be taught in class formation.
Emphasize good body position and control.
Have the class execute a simulated block (head, neck and shoulder) by taking four low, digging, charging steps forward.
Time can be saved by having class face about and execute the same movement back into floor place.
Sufficient space should be allotted to each pupil to prevent running into another pupil.
From floor places class may be faced half right and half left.
When class has practiced skill in floor formation, lines can face each other and practice stance and charge, at half speed, against another pupil in parallel lines. (See diagram on page 110.

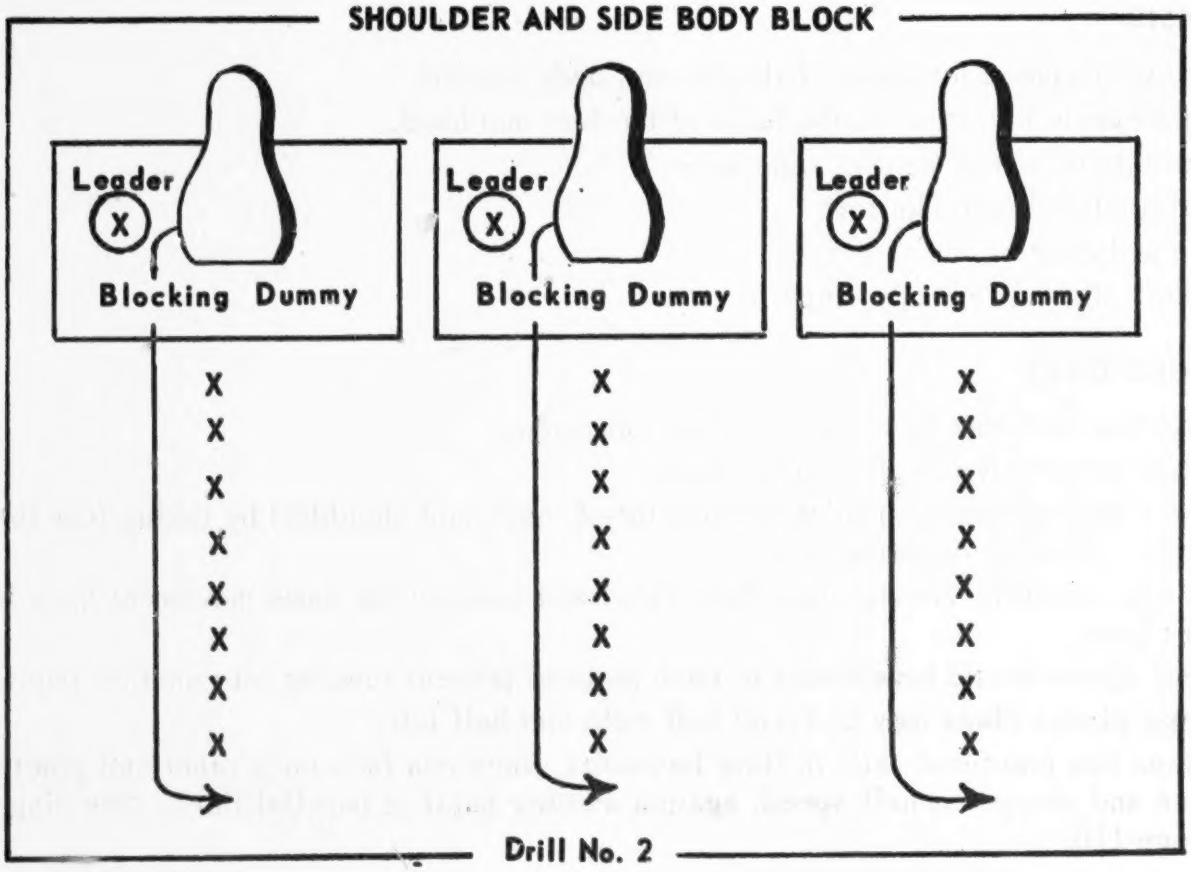
APPLICATION

Practice skill in floor or spot formation.
Practice skill against an opponent of equal height and weight in parallel lines.
Have simulated line of seven men practice skill against another line.
Practice skill while running through signal drill.

DRILL FORMATIONS

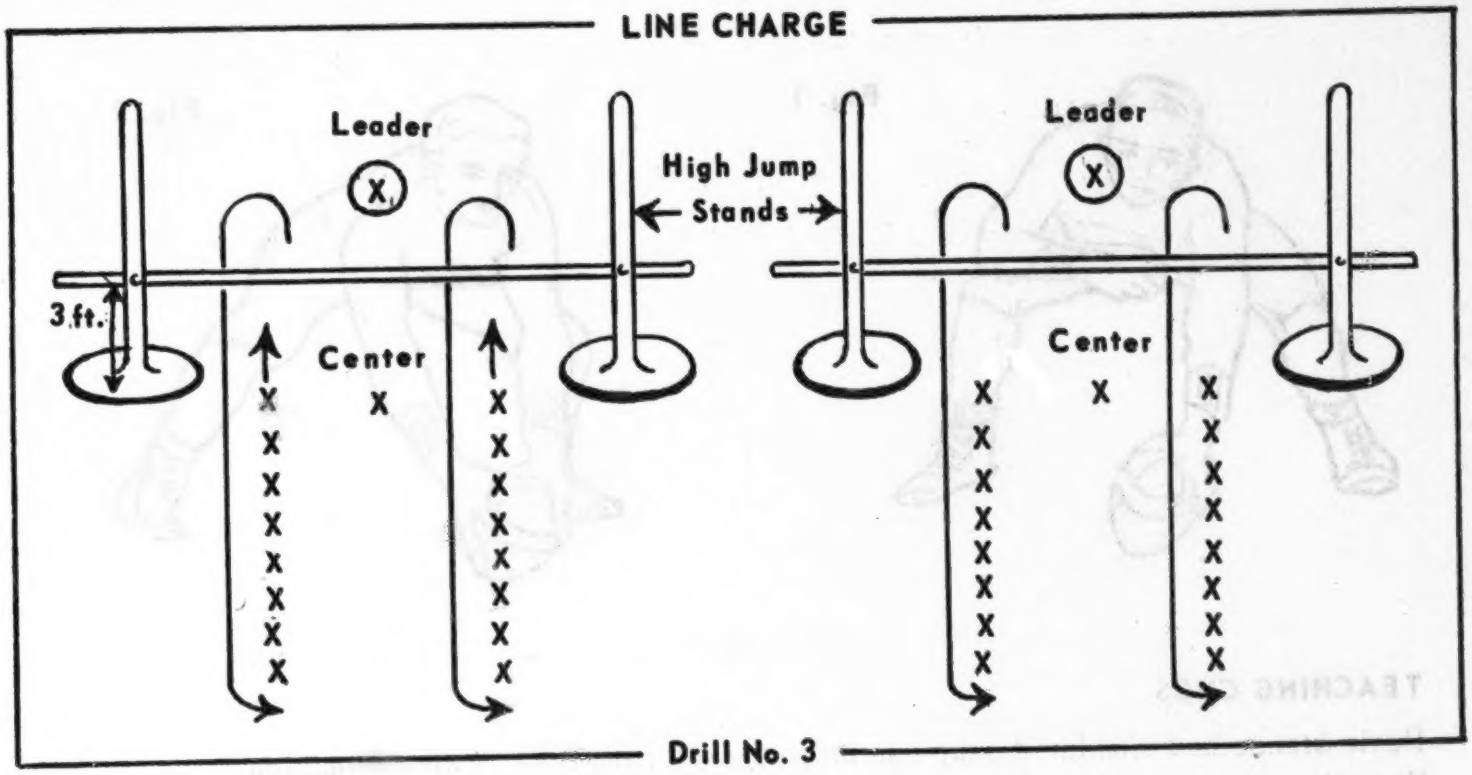

CLASS ORGANIZATION FOR PRACTICE OF LINE PLAY SKILLS
Leader
Leader
Leader
Leader
Leader

Drill No. 1


SHOULDER AND SIDE BODY BLOCK
Leader
Blocking Dummy
Leader
Blocking Dummy
Leader
Blocking Dummy

Drill No. 2

LINE CHARGE



Drill No. 3

BACKFIELD TWO POINT STANCE

ANALYSIS

Staggered stance with one foot in front of the other.
The feet should be about shoulder width apart.
Hands are held across the thighs.
Head is up looking straight ahead.

TEACHING CUES

See teaching cues for three point stance.
This stance can be used with a center pass.
Ball is snapped to the back who takes four steps forward.

APPLICATION

See application for three point stance.
Practice skill while running through signal drill.
Skill can be practiced as a review exercise while teaching the center pass.

CENTER-T FORMATION STANCE AND SNAP

ANALYSIS (See Figs. 1, 2, on next page.)

Squared wide, or staggered stance, may be used.
Right hand held at the point of the ball, left hand at the belly of the ball around the laces.
Ball is held slightly flatter for T formation snap.
A wide stance is used to bring the knees in direct line above the balls of the feet.

The right hand is kept in firm contact with the ball.
Head and eyes are straight ahead.

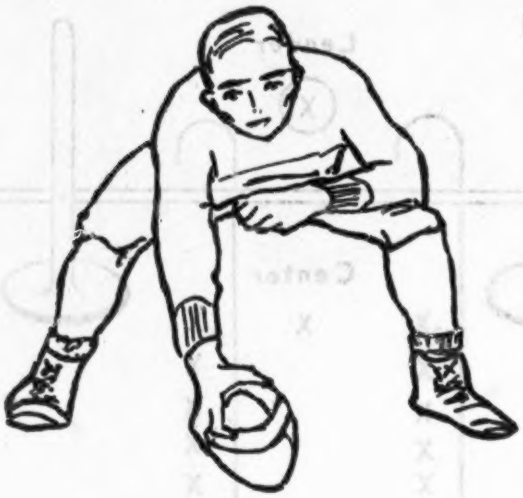


Fig. 1

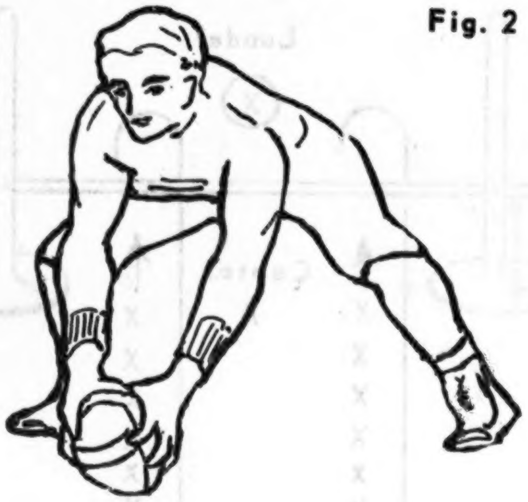


Fig. 2

TEACHING CUES

Basic stance and simulated snap can be performed from floor or spot formation.

Have the group take three charging steps forward after passing ball.

The center pass can be used with a T-formation quarterback directly in back of the center.

Emphasize the snap and charge.

As a variation the ball can be held firmly in the right hand with the left arm across the thigh.

Explain the advantage of the center charge and snap in the T-formation.

APPLICATION

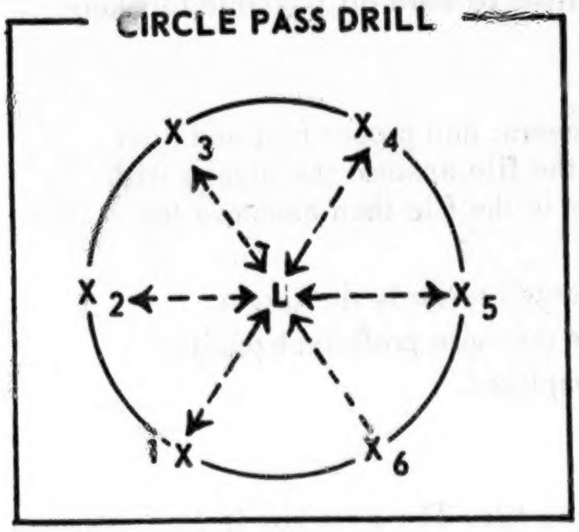
Class can practice basic stance, snap and charge from floor or spot formation.

After skill has been learned, the quarterback in back of the center can be added.

Class can practice from parallel lines so that after one pair practices the snap and charge, the next pair in line are handed the ball and practice the same skill. All groups can practice line stance and shoulder block as ball is snapped.

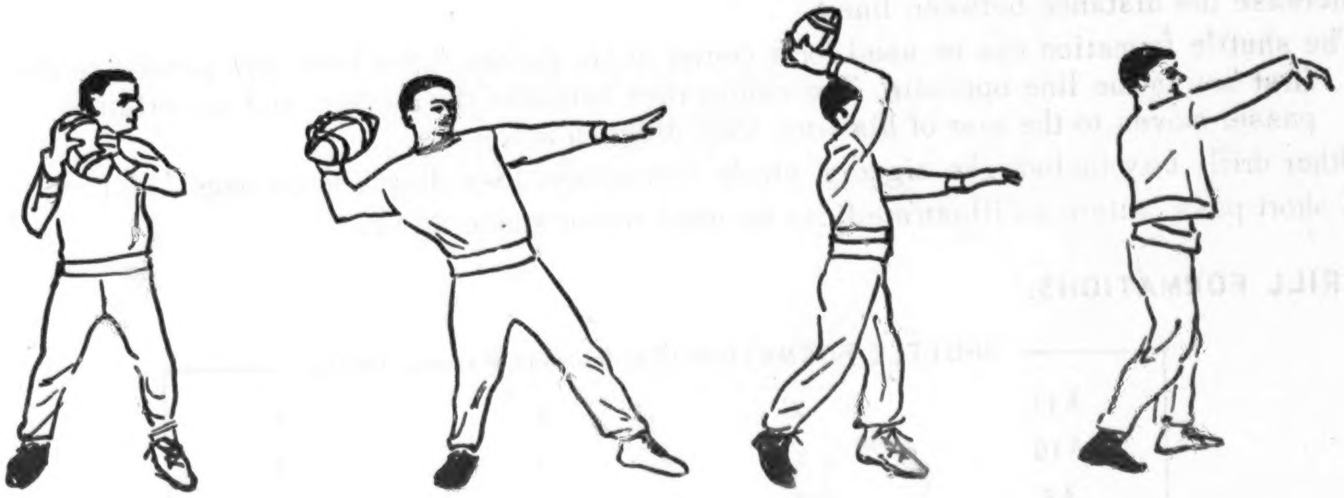
Stance and snap can be reviewed while running through signal drill.

DRILL FORMATIONS



CIRCLE PASS DRILL

The leader (L) passes to each man around the circle, who in turn returns the pass. When each man has passed, X-1 and the Leader exchange places. The circle may then be widened for longer passes.



OVERHAND FORWARD PASS

ANALYSIS

The point of the ball is placed between the thumb and the other four fingers with the fingers well spread apart.

The index finger is placed towards the point of the ball at a slight angle across the main axis of the ball.

Some of the fingers (usually fourth and fifth) may be placed across the laces according to the size of the hand of the passer, and his personal preference.

The body is balanced with the left foot forward and the weight slightly back on the right foot. The left hand is carried in front.

The ball is brought directly back over the shoulder and behind the ear.

The ball is released with a downward snap of the fingers rolling off the ball.

In the follow-through the left foot steps forward, the weight is shifted from right to left foot, and the arm snapped downward.

The eyes should be focused on the point at which the ball is aimed, if it is a lead pass, or on the receiver.

After the pass, the feet are shifted to the square position to ward off possible blockers.

TEACHING CUES

Emphasize the correct placement of the ball in the fingers, and proper foot and body stance. This can be done by having each pupil in the file assume the stance with corrective suggestion by the teacher. The next boy in the file then assumes the stance.

Check the follow through in the throw.

Watch the nose of ball tipped slightly upwards and pointed towards the target.

Add the curl of wrist and the finger and wrist snap for the more proficient pupils.

Check the straightening of the arm as the throw is completed.

APPLICATION

Align the class in file formation. Have one ball for each file. The first boy in line assumes the passing stance. Check position of hands and fingers, and stance for passing. The ball is then given to the next boy in line who performs the same movement. Boys may then pass from one knee position.

Align the class in shuttle formation. (See diagram below.) This formation can be used for short passes from one line to the next across the gymnasium or field.

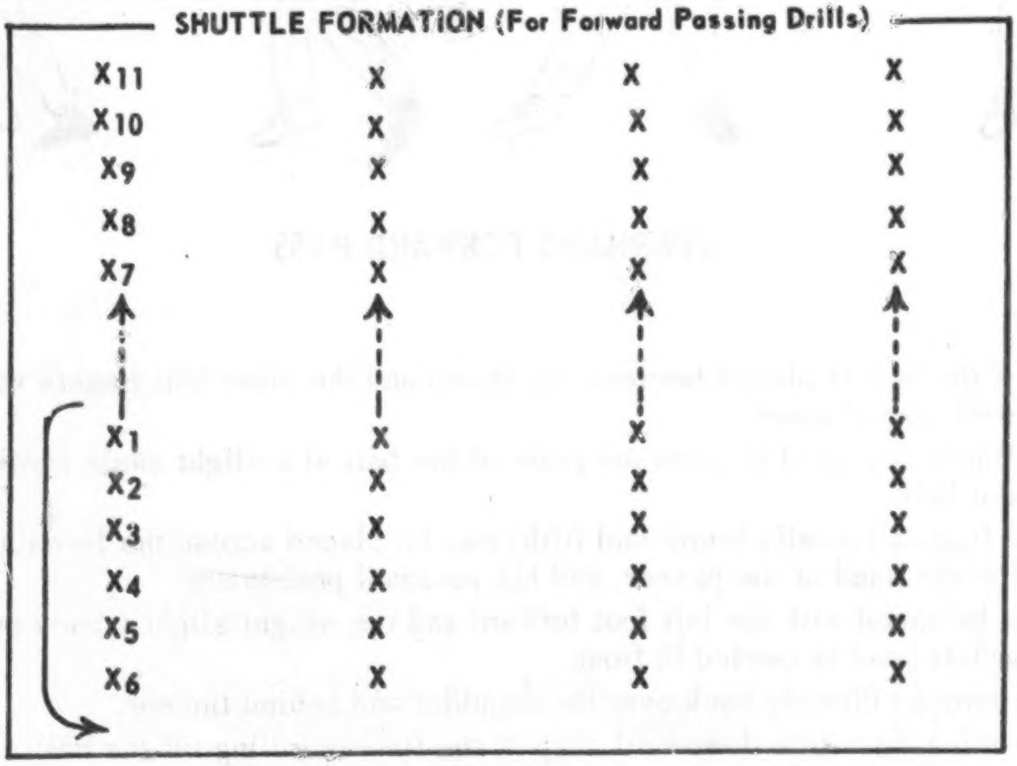
Increase the distance between lines.

The shuttle formation can be used for a center snap, passer fades back and passes to the first boy in the line opposite. The center then becomes the passer, and the original passer moves to the rear of his line. (See diagram below.)

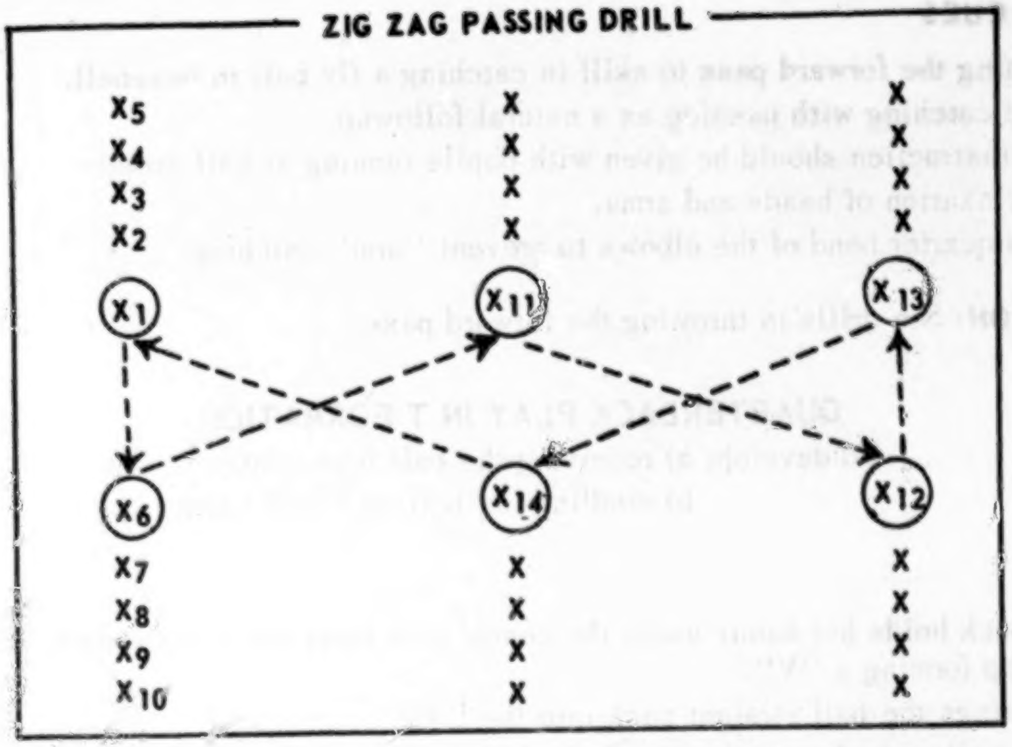
Other drills may include the zig-zag, circle formations. (See diagrams on page 115.)

A short pass pattern as illustrated can be used where space allows.

DRILL FORMATIONS:



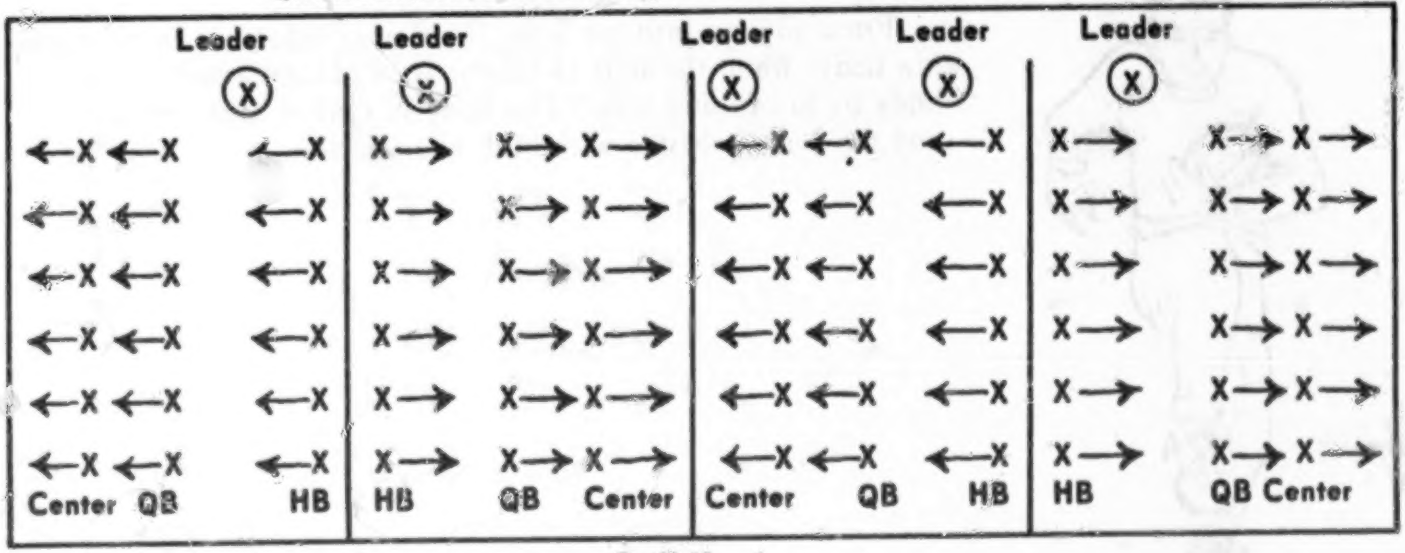
X-1 passes to X-7 and then moves to the end of the line behind X-6. All other files perform the same maneuver.


ZIG ZAG PASSING DRILL
X5
X4
X3
X2
X1
X11
X13
X6
X14
X12
X7
X8
X9
X10

X-1 passes to X-6, who passes to X-11 etc. When X-1 finishes, he goes to rear of his line.

PARALLEL LINE FORMATION (For Center Snap and Line Play)

ORGANIZATION OF THE CLASS FOR PRACTICE OF CENTER SNAP, QUARTERBACK AND BACKFIELD SKILLS IN T FORMATION


Leader
Leader
Leader
Leader
Leader
Center
QB
HB
HB
QB
Center
Center
QB
HB
HB
QB Center

Drill No. 4

CATCHING A FORWARD PASS

ANALYSIS

The receiver spreads his fingers to form a pocket to receive the ball.

The eyes must be kept on the ball while it is in flight, until it is in the receiver's hands.

As the ball reaches the fingers, the hands and arms give with the impact allowing the ball to nestle into the pocket formed by the hands.

After the catch has been made, the ball is brought into the body to protect against loss when tackled.

Footwork is important to elude defenders, and to be in good body balance while running and looking over the shoulder.

TEACHING CUES

Relate catching the forward pass to skill in catching a fly ball in baseball.

Integrate the catching with passing as a natural followup.

Preliminary instruction should be given with pupils running at half speed.

Stress the relaxation of hands and arms.

Emphasize a quarter bend of the elbows to prevent "arm" catching.

APPLICATION: See drills in throwing the forward pass.

QUARTERBACK PLAY IN T FORMATION

To develop: a) receiving the ball from center
b) cradling the ball as a ball carrier

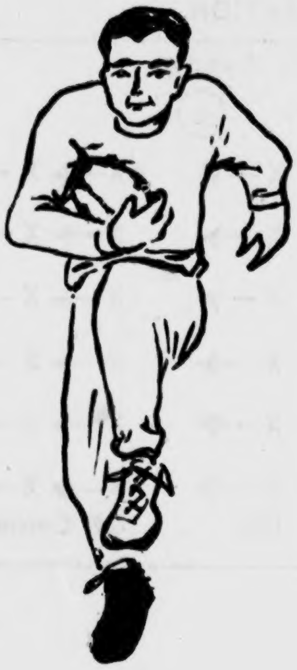
ANALYSIS

The quarterback holds his hands under the center with right hand underneath, and the left hand on top forming a "V".

The center brings the ball straight back into the "V".

The feet are well spread apart for balance, eyes straight ahead, and back straight.

In fading back to pass or to hand off, the quarterback first takes a long step to his back and right with the right foot.



Cradling the Ball as a Ball Carrier

For a plunge into the line, the runner folds his arms across his body. When the ball is taken, it is placed against his body by his folded arms. The body is coiled over the ball, and the runner drives with high knee action.

TEACHING CUES

The parallel line formation is particularly useful in practicising ball handling from the center.

Each quarterback practices handling the ball first as a quarterback, and then as a back plunging into the line.

The circle pass drill can be used for practice with each man folding the ball as he receives the pass, before he makes his own pass.

Demonstration of the technique may be made from the platform with all pupils seeing the demonstration.

Good ball handling by the back can only be achieved with intensive drills of all variety in handling the ball.

3

APPLICATIONS

See parallel line formation.

Circle pass drill.

Zig-zag pass drill.

Center pass and quarterback drill.

Short pass formation – receiver practices tucking ball as though for a plunge.

THE PUNT (STEP, AND A HALF)

ANALYSIS

The kicker places the right foot slightly behind the left.

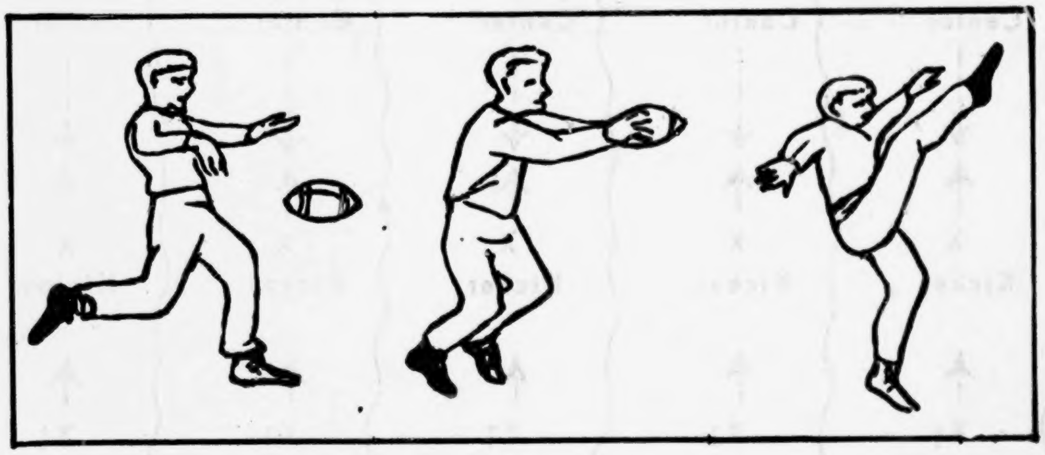
As the ball is caught from the center, he takes a half step forward with the right foot, a full stride with the left foot, and kicks.

The follow-through is made with an extended toe.

The kicking leg is swung from the hip in a perpendicular arc to meet the ball about two feet above the ground, with the center of the ball making contact with the outside, instep section of the foot.

As the foot meets the ball, the leg snaps into a straight position locking the knee, and the follow-through is made with the toes extended.

The ball is held with the right hand underneath and the left hand at the side of the ball to guide it. The ball is dropped vertically, not pushed, so that the ball will not be tilted upon contact with the foot.



THE PUNT

As the kicker pushes off on the left foot into the kick, the arms are raised outwards and upwards to get more power and to aid in maintaining the balance.

TEACHING CUES

Demonstrate the correct stance before the kick.

Holding the ball in the correct position must be emphasized.

In teaching the punt, emphasize short punts for form, accuracy and ball control rather than distance.

It is suggested that the punt be best taught outdoors so that the hazard of a bounding ball in close quarters will be eliminated.

Indoors the ball may be kicked against the wall.

The footwork involved in the step and a half should be taught before actual punting is begun.

Keep the eyes on the ball at all times.

A smooth deliberate motion of the arms and legs should be the aim of the lesson.

The punt should not take more than two seconds to be executed. The teacher can mark time, to emphasize the importance of time, after the fundamentals have been learned.

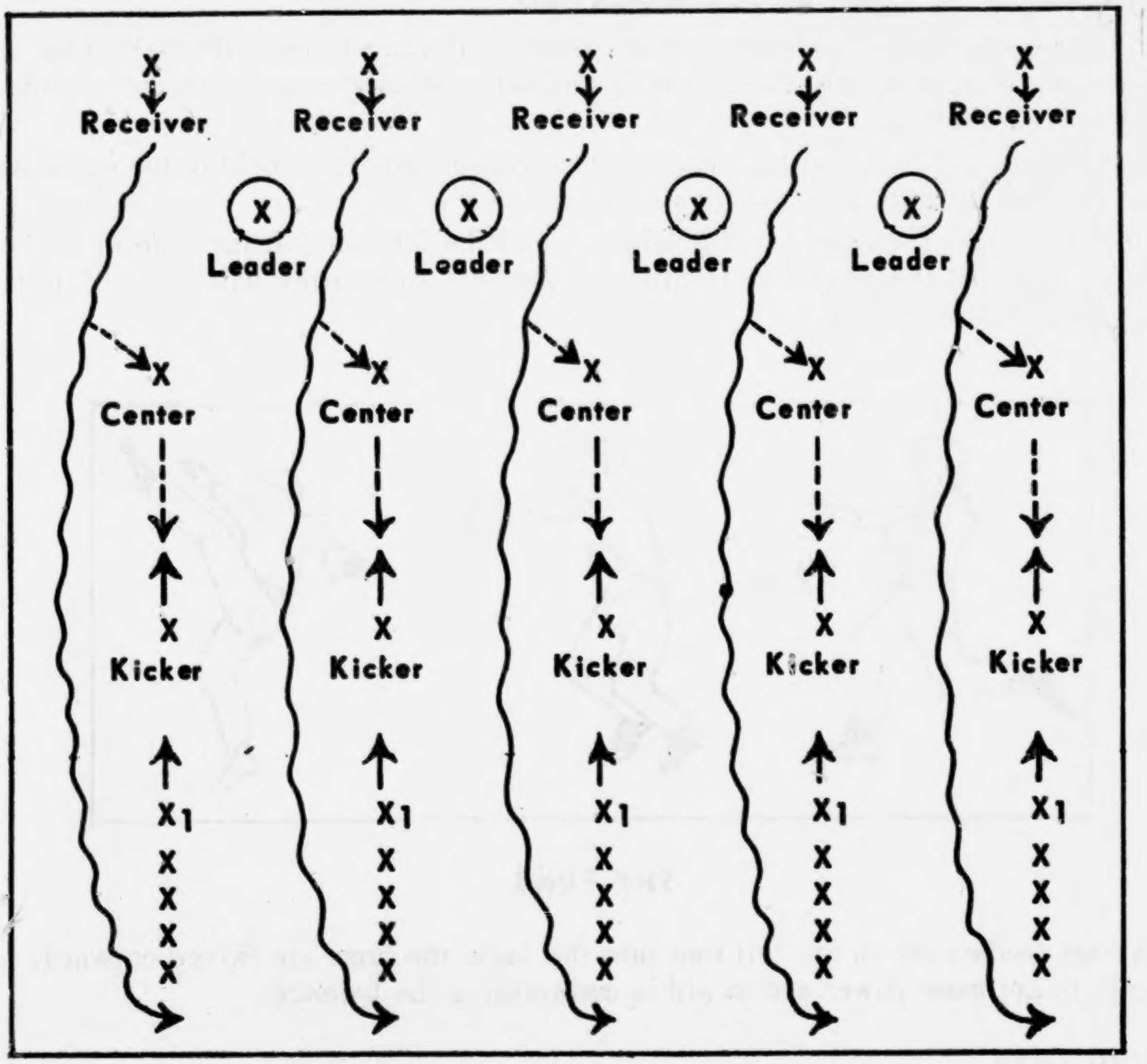
APPLICATION

Shuttle formation can be used for short punts.

Kicking drill can be used for punt and to receive punt. The receiver can utilize the fundamentals of ball control after receiving the kick and running it back to the kicking line.

A kicking drill involving a center pass may also be used. (See diagram page 121.)

Punting Drill


X
Receiver
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Receiver
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Receiver
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Receiver
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Receiver
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Leader
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Leader
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Center
X
Center
X
Center
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Center
X
Center
X
Kicker
X
Kicker
X
Kicker
X
Kicker
X
Kicker
X1
X
X
X
X

ELEMENTS OF THE "T" FORMATION

ANALYSIS

Blackboard talk, or magnetic board talk indicating the placement of the backs and line in the basic T formation.

Demonstration by leaders of the offensive formation.

APPLICATION

Signal drill.

Demonstration game.

Center snaps the ball back to the kicker who punts the ball.
The receiver catches the ball and runs it back, passing to the next center.
The kicker becomes the center.
The center becomes the receiver.
The receiver goes to the rear of the waiting line.
X-1 becomes the kicker.

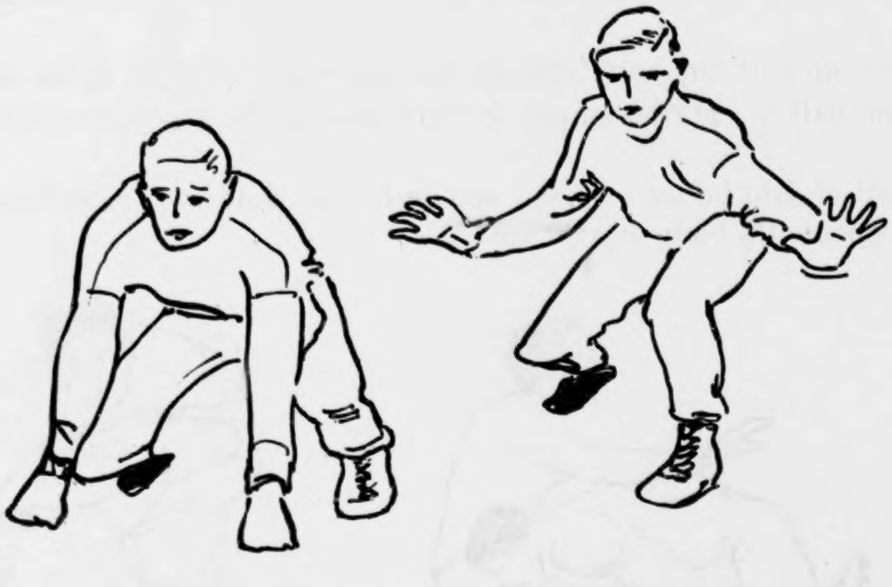
DEFENSIVE LINE AND END PLAY

ANALYSIS

Review three point linesman's stance.
Add the fourth point which is the other hand touching the ground outside of the knee.
At the lunge or charge forward the hands are thrust in front.
The end may use a wide sprinter's start position.

TEACHING CUES

See cues for teaching the linesman's stance.
Emphasize body balance and position.
The head should be up and looking straight ahead.
Check on good balance by having an opponent hook the player under the armpits, and thrust or tug forward and back.
Have the ends charge in a stimulated lunge to practice keeping the body low and the hands out in front.



Four Point Stance

APPLICATION

The basic stance can be taught from floor or spot formation.
Parallel line formation (see diagram) can be used to practice the stance and the charge.
Further review can be effected by signal drill.

DEFENSIVE PLAY FOR BACKS

ANALYSIS

Assume a pronounced crouched position for line backs; halfbacks and safety man take defensive basketball player's stance.

Hands are either thrust out in front of the body, or resting across the thighs.

One leg is in front of the other for fast starts.

APPLICATION

This stance can be used in practicing defense against forward pass.

This skill can be used in parallel line formation with the teacher calling pivots left and right to emphasize a fast start with a change in direction of the defensive backs.

GRADE 9: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

FOUR POINT STANCE, SHOULDER BLOCK

ANALYSIS

This stance is used more often by defensive linesmen, but can be used as a preliminary to the shoulder block.

Legs are shoulder width apart in a squared stance.

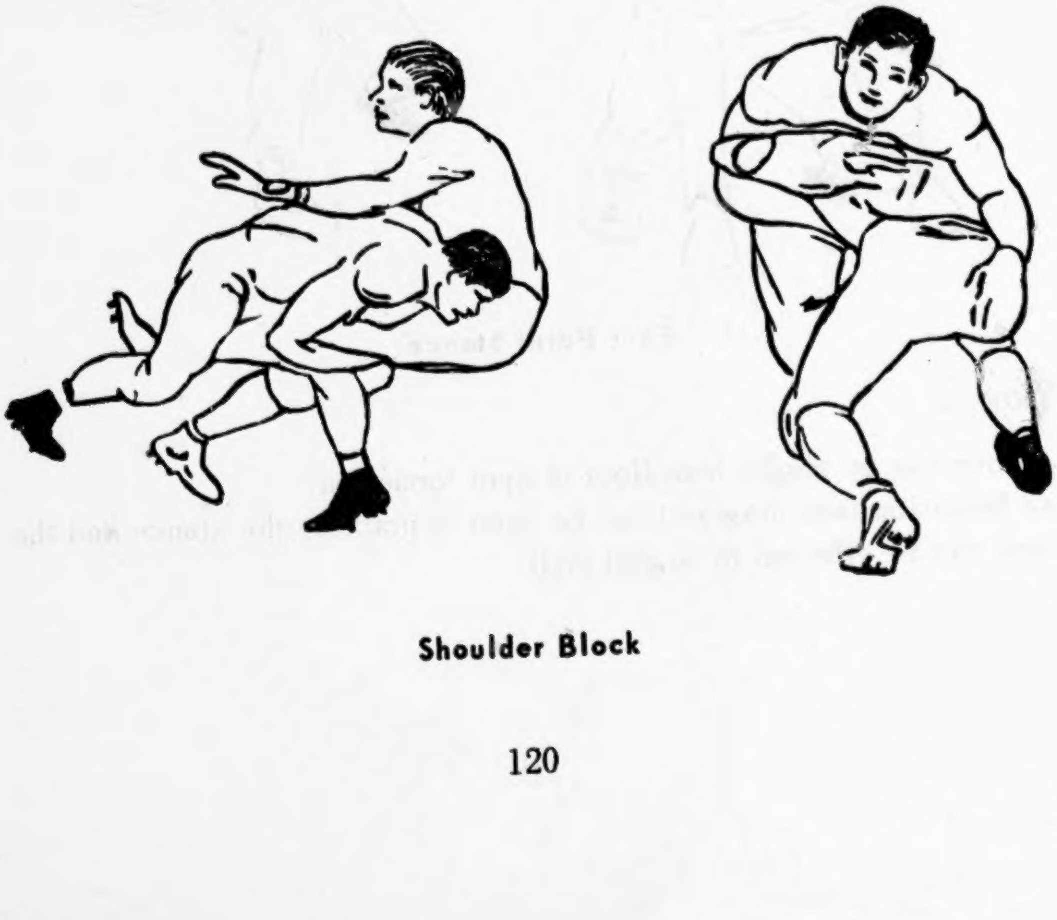
Both hands are thrust outside of, and in front of the knees.

The weight of the body is thrust forward somewhat on the hands, with balance between all four points.

Head and eyes are up with the back straight and generally parallel to the ground.

At the snap of the ball the player lunges forward driving the shoulder into the opponent's thigh.

The blocker's feet should be well spread and under the body with sustained pressure towards the opponent's body at all times.



Shoulder Block

The hands are brought up under the chin to increase the width of the shoulder at the block, with thumbs in, and hands close to the body.

Added force is maintained by using short, digging, chopping steps and by shifting the shoulder from the thigh to the crotch.

As a safety precaution emphasis must be made upon the head being thrust outside of the opponent's body.

TEACHING CUES

The stance and charge can be taught from the floor or spot formation.

Emphasize the balanced position.

Constant stress should be made of the head thrust past the body of the opponent.

The teacher can move up the line and by tugging or pulling under the armpits vitalize the importance of the balanced body position.

Limit the charge to three forward steps without contact until pupils learn the low drive forward.

When lined up against an opponent, have the shoulder block done by counts to avoid injury.

After doing the block by counts, it may be done at half speed.

It is advisable to use mats in blocking.

APPLICATION

Use parallel line formation (see diagram) for practice of charge and block.

In running through signal drills the basic blocking technique can be simulated by the linesmen.

The shoulder block can be practiced using standing dummies (See diagram, page 110.)

For full charge and contact, it is advisable to have the defensive man use full blocking pads.

CENTER PASS AND STANCE (SINGLE WING)

ANALYSIS

See stance for center pass (Grade 7).

The stance is wide with a slight bend in the knees.

The right hand is held at the top of the ball with the left hand as a guide.

The point of the ball is slightly elevated.

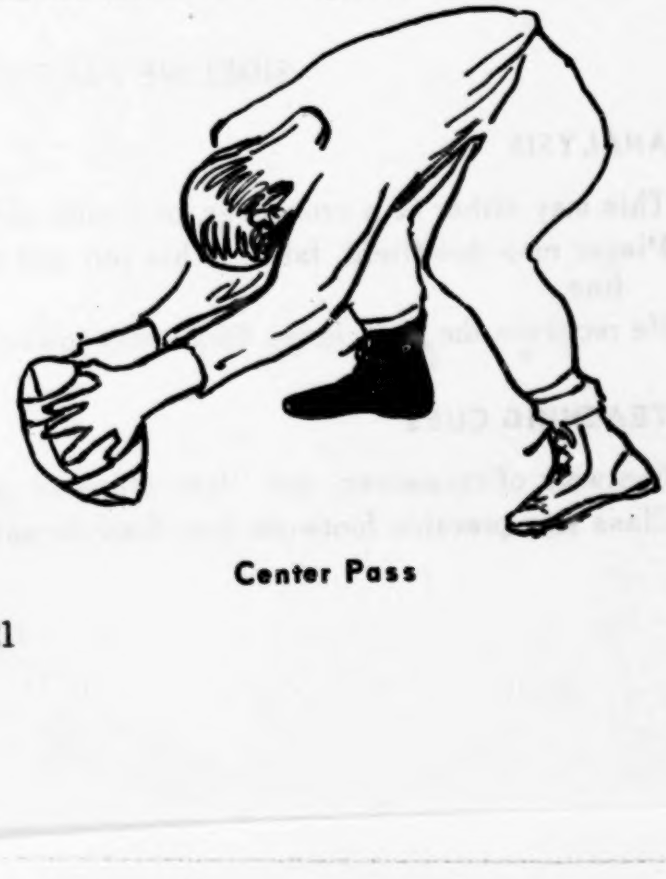
Two hands are used in executing the snap.

TEACHING CUES

Have class practice the one-hand underhand spiral throw to get the feel of the pass technique.

Have the class take the box knee stance before executing the snap throw.

The charge after the pass should be practiced as a natural follow-up. It is suggested that the shoulder block be reviewed before the charge is taken.



Center Pass

Accuracy of the center pass should be stressed. An accuracy pass test to a target chalked out on a mat can be given as a culminating activity of this skill.

In signal drill, rotate positions so that all pupils have an opportunity to practice the pass in a natural game situation.

APPLICATION

Parallel line formation can be used with one line as backs, and the other as centers. (See diagrams.)

Center pass can be practiced while running through signal drills.

Pass can also be used in conjunction with punting drills. (See diagram.)

Center pass can be used in conjunction with pass and catch drills. (See diagrams.)

OVERHEAD PASS WITH FADE-BACK

ANALYSIS

After getting pass from center, the quarterback (in T formation) should take a big step back and towards the side, with the foot on his passing side.

As he fades back, he fixes the ball in his hands to be set to pass.

The body is turned sidewards so that the passer is running back while looking over his shoulder.

The passer should be in good body balance with the right foot planted in the direction of the throw.

TEACHING CUES

Class can practice fading back without the ball to get the proper footwork and body balance.

In a drill while throwing at a suspended tire, have player fade back first before throwing.

Have class practice the three-step fade for short pass, then increase the number of steps backwards to be taken.

Stress looking over the shoulder and fixing ball while moving back.

APPLICATION

See passing drills. The fade-back can be incorporated into these drills.

SIDELINE FAKE OF PASS RECEIVER

ANALYSIS

This may either be a crossover, or a side step.

Player runs downfield, fakes to his left and then goes right at an angle towards the sideline.

He receives the pass going diagonally towards the sideline.

TEACHING CUES

Footwork of crossover, and "fake-step and go," should be analyzed and demonstrated.

Class may practice footwork from floor formation without the ball.

The teacher can call the kind of fake move he wishes to be executed.

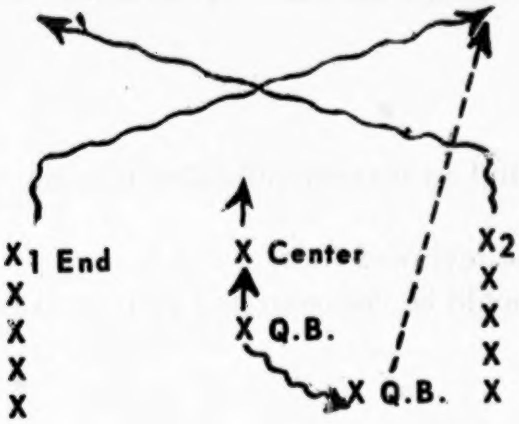
Emphasize the use of head, arms, and body to make the fake look real.

APPLICATION

Pass and catch drills. (See diagram.)

Have several squads at a time run downfield and execute the fake as a form of warmup drill.

END FAKE, PASS AND CATCH DRILL



Center passes the ball to the Quarterback, charges forward in a simulated shoulder block.

Quarterback fades back to his right and passes to either X-1 or X-2.

X-1 and X-2 at the completion of the play go to the end of their lines.

Center and Quarterback interchange positions.

Other end fakes may be used in this drill.

SINGLE WING FORMATION; BALL CARRYING

ANALYSIS

Have backfield men use a two point backfield stance.

Give a chalk talk, or demonstrate basic position of the players in the single wing formation.

Explain basic power play and advantages of the single wing.

TEACHING CUES

This formation can be demonstrated by using leaders, or skilled players to give the concept of the basic formation.

Signal drills can be run using the single wing formation with the backfield men handling the ball.

APPLICATION

Signal drills

Modified pass drills with backs in single wing

The pass drills can be used to review end and back fakes, and ball carrying techniques, as well as the center pass. They can be used to advantage for review. (See Diagram, page 123.)

BRUSH BLOCK (SHIELD OR SCREEN)

ANALYSIS

This block is intended to push aside an opponent momentarily.

The action is either one of bumping the opponent or pushing him aside.

The shield block is executed the same as the shoulder block except the hands are thrust in front of the chest as the blocker charges from an almost upright position.

The forearms are brought up against the chest of the defensive man and momentary contact is made.

TEACHING CUES

Good body balance is essential so that the offensive man may proceed to his secondary assignment.

The shoulder block should be reviewed first.

The purpose of this block should be demonstrated as it is used in the game situation.

APPLICATIONS

This skill can be used in walk-through signal drills.

Parallel line formation working against an opponent can afford practice in this skill. It is suggested that a walk-through be practiced before moving at half and then top speed.

DEFENSIVE PLAY OF THE LINE BACKER

ANALYSIS

Basic line backer's position should include wide stance, with hands thrust out in front.

The staggered position with one foot in front is advised to enable the back to move laterally with speed.

The low crouch with outstretched arms will enable the linebacker to charge through an opening quickly if the occasion demands.

APPLICATION

While class is walking through signal drills, the line backers should assume the stance, and move with the play as they normally would in the game situation.

TEACHING CUES

See above. (Grade 9)

APPLICATION

See above. (Grade 9)

FORWARD PASS; RUNNING

ANALYSIS

See forward pass in Grade 7.
Pupils should be able to use cross-over step, and then fade back to pass while running.

TEACHING CUES

See cues for forward pass (Grade 7) and fading back (Grade 9).
Positioning of the ball while running should be stressed.
Body balance with the left foot forward at the end of the run should be checked.

APPLICATION

See drills and diagrams for passing.

GRADE 10: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

UNDERHAND, ONE-HAND, AND TWO-HAND SHOVEL PASS

ANALYSIS

From quarterback position, under the center in the T formation, the ball is spun upwards. This gives a spiral to the ball.
The right hand is held towards the point of the ball with the palm upwards and a spinning motion is imparted by a rotation and snap of the wrist.
The two hand shovel pass is executed in the same manner as the underhand pass in basketball, without the spin.

TEACHING CUES

The correct position of the hands should be stressed.
The right foot moves to the right as the ball is snapped.
The passer should aim for a chest high pass as the best place for sure handling.

APPLICATION

This type of pass can be applied while running signal drills from the T formation.
See diagrams and drills in passing.

END FAKES, BEFORE RECEIVING BALL

ANALYSIS

In the buttonhook fake, the end goes down about ten yards, whips around and steps back about two to three yards, coming to a full stop facing the passer.
In the stop and go fake, the end (or back) executes a complete stop, turns as though to receive the ball, and then breaks fast downfield.
In the fake and break, the end (or back) fakes left by taking several steps in that direction and then breaks right.

A double fake involves several steps left, then right, and then a break left.

In the fake, the cross over, side step, and body feint should be analyzed as part of the fake.

TEACHING CUES

Have the player walk through the fake so as to get the elements of the footwork involved.

Then have the player run at half speed.

The fake always has a counter move which is a direct run.

Pupils must fake as though the movement is the real motion and the real line of direction.

Many of these fakes can be executed without the ball as a warmup drill.

APPLICATION

See passing drills and diagrams. (page 114.)

BALL CARRYING; FOOTWORK, FOLLOWING BLOCKERS

ANALYSIS

Review holding the ball, and basic backfield stance.

Review basic footwork and fakes used in forward pass catching.

Ball carrier learns to move so as to keep blockers between himself and potential tacklers.

Ball is shifted to the side away from the tackler so as to leave hand free for straight arm, or to prevent losing the ball.

TEACHING CUES

Basic footwork involved in ball carrying and handling of the ball can be practiced from floor or spot formation.

At signal from the teacher, the ball may be shifted from one hand to the other while using the straight arm.

Basic footwork such as cross over, half and full pivots can also be practiced from mass formation.

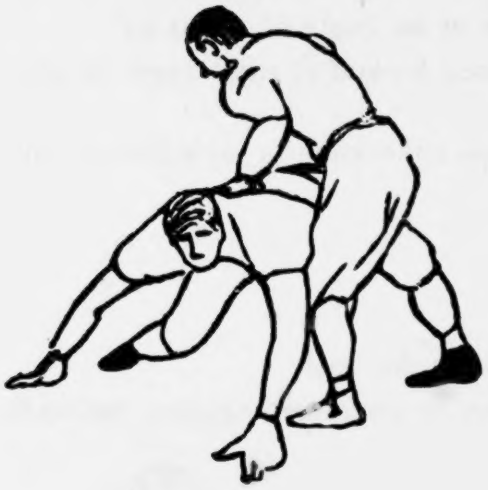
Body balance should be stressed so as not to lose footing.

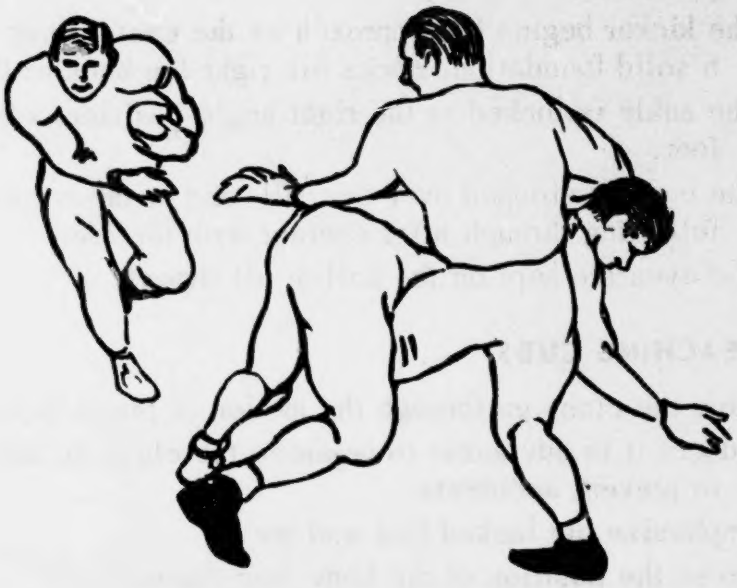
Demonstration may be given of techniques used in taking advantage of blockers.

APPLICATION

See diagrams for passing and receiving. Receiver than may practice these skills.

Signal drills will put into practice basic ball carrying skills.





ANALYSIS

From three or four point stance, the blocker gets close to the body of his opponent and starts to turn his body to the side.

The blocker slips his head and shoulder to the side of the body, turns his body sideways striking the defender just below the crotch with the leg and thigh.

The leg in contact is driven as far beyond the opponent as possible.

A series of short chopping steps with the outside leg maintains contact and drives the opponent to the side on which the blocker has his head.

The arms must be thrust past the leg to avoid "hooking" or holding.

TEACHING CUES

Have the class do the block on mats, to counts.

Then have the class walk through the block.

The outside knee should be bent so as to exert force against the body of the opponent.

For demonstration and teaching purposes it is advisable to have the defensive man wear full blocking pads.

Standing dummies can be used to maximum advantage in the practice of the skill.

Emphasize that this skill is for instructional purposes, and may not be used in playing touch football.

APPLICATION

See diagram for blocking drill using standing dummies.

Use parallel line formation in the teaching aspect. (See diagram)

Practice cross body block in slow motion or at half speed.

PLACE KICK

ANALYSIS

Place kick is made from a fixed spot on the ground.

The kicker steps off about two and a half normal walking steps, which will be his starting point.

The holder places his left knee on the ground (for right footed kicker). Holds the ball in position.

The kicker begins his approach as the center snap is taken, and as his left foot is set for a solid foundation, cocks his right leg back at the knee at an angle of about 45°.

The ankle is locked at the right angle position, with the toes locked at right angle to the foot.

The body is stooped over the ball, and at the point of contact the knee is straightened by following through after contact with the foot.

The eyes are kept on the ball at all times.

TEACHING CUES

Have the class go through the motion of place kicking without the ball.

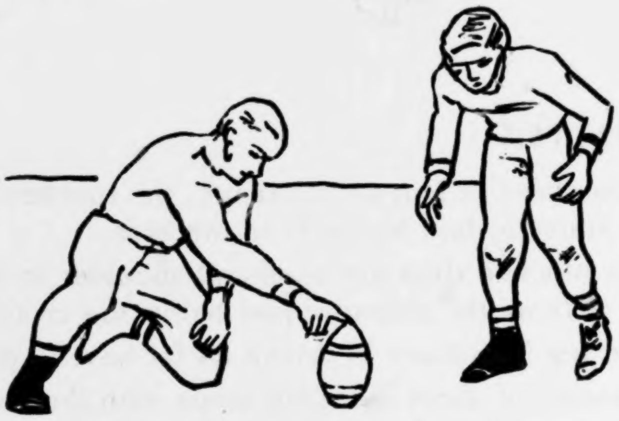
Indoors it is advisable to organize the class so that kicking is performed against the wall to prevent accidents.

Emphasize the locked foot and toe.

Stress the position of the body over the ball at the moment of impact and the eyes fixed on the ball at all times.

Do not raise the head to follow the flight of the ball.

Swing the arms to bring them and the body into the follow through for added power. (Illustrations appear on pages 128 and 129.)



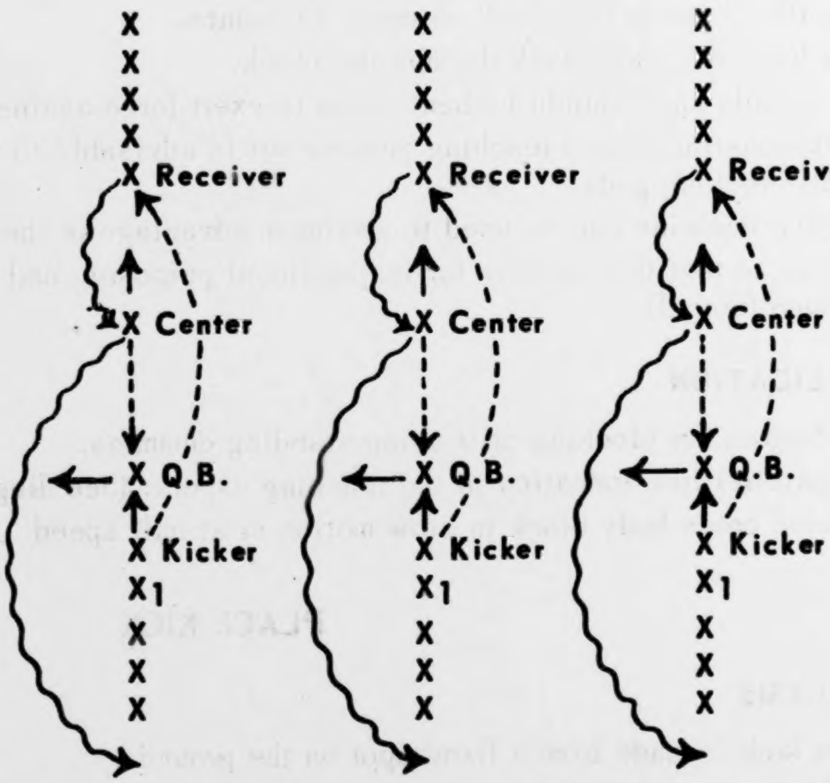
The Place Kick: 1

APPLICATION

See diagram for kicking drill.

Kicking drill can be used in conjunction with run back of kick and skills involved in running with the ball. (See diagram to right.)

PLACE KICK DRILL



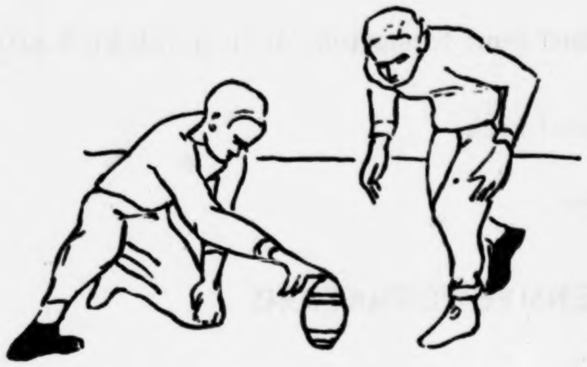
Kicker moves to Quarterback spot.

Quarterback moves to Center.

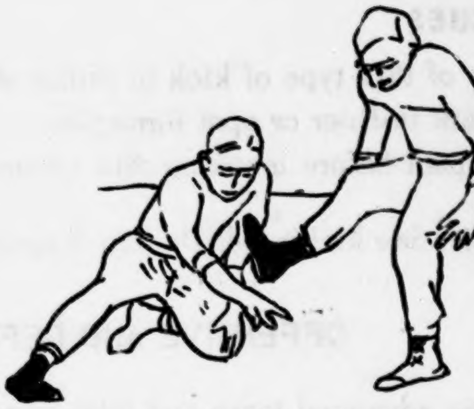
Center moves to the end of the Receiver Line.

Receiver moves to the end of the Kicker Line.

X-1 becomes the Kicker.



The Place Kick: 2



The Place Kick: 3

GRADE 11: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

JUMP FORWARD PASS

ANALYSIS: See analysis for forward pass in Grades 7 and 9.

TEACHING CUES

Show application of use of jump pass to game situation such as short look in pass.
Class can practice the skill in passing at a suspended rubber tire.
Emphasize position of the ball and step and spring before the release.

APPLICATION: See forward pass drills (See diagrams.)

ADVANCED TECHNIQUES IN FAKING TO CATCH THE FORWARD PASS

ANALYSIS

See fakes in Grades 9 and 10.
Add double fakes and advanced techniques such as change of pace, stop and go, double fakes.

TEACHING CUES

Basic skills should be mastered before advanced skills are taught.
Analysis of footwork should be carefully done so that advanced pupils can get basis of skill.

APPLICATION: See pass catching drills and diagrams.

PUNT – ROCKER STEP

ANALYSIS

See technique in punting Grade 7.
Kicker places the left heel even with the right toe.
As the ball is caught, he steps back with the left foot, placing the left toes even with the right heel, then shoves off with the left foot taking a short forward step with the right foot, a full stride left and kicks.

TEACHING CUES

Stress the use of this type of kick in either short punt formation, or in quick kick situations.
Review footwork in floor or spot formation.
Review basic punt before teaching this advanced kick.

APPLICATION: See kicking drills and diagrams.

OFFENSIVE AND DEFENSIVE FORMATIONS

ANALYSIS: See advanced texts and bibliography.

TEACHING CUES

Demonstrations may be given using either leaders or varsity team players.
Mimeographed formations may be distributed.
Blackboard, or magnetic board talks can be used to illustrate different formations.

APPLICATION

Signal drill practice
Game situations
Intra-squad games

EVALUATION

GRADE ACHIEVEMENT STANDARDS

Pupils should be able to demonstrate the skills and appropriate knowledge as indicated:

GRADE 7

Linesman, backfield, and center stance on offense
Throw and catch a forward pass
Ball carrying techniques from T formation
Punt the ball using step and a half
Elements and theory of the T formation
Defensive end and line play techniques
Defensive line backer stance and techniques

GRADE 9

Basic skills learned in Grade 7
Linesman's four point stance, and shoulder and brush blocks
Backfield three point stance and single wing movement
Fading back and forward pass
Basic feints and fakes in eluding an opponent in catching a forward pass
Elements and theory of single wing offense
Basic skills in line backer defensive play

GRADE 10

Basic skills learned in Grade 7 and Grade 9
Two point backfield stance

Running, underhand, and shovel passes.

Feint and technique in receiving buttonhook pass.

Ball carrying involving switching hands and following blockers.

Cross body block.

Place kicking techniques.

GRADE 11

Basic skills learned in Grades 7, 9, 10.

Overhand jump forward pass, and basketball pass.

Advanced fakes, change of pace, in eluding defensive man as receiver of forward pass.

Advanced techniques of ball carrying such as changing hands, changing pace, cross over, side step, following blockers.

Advanced techniques in blocking such as rolling side body block.

Rocker punt and place kicking skills.

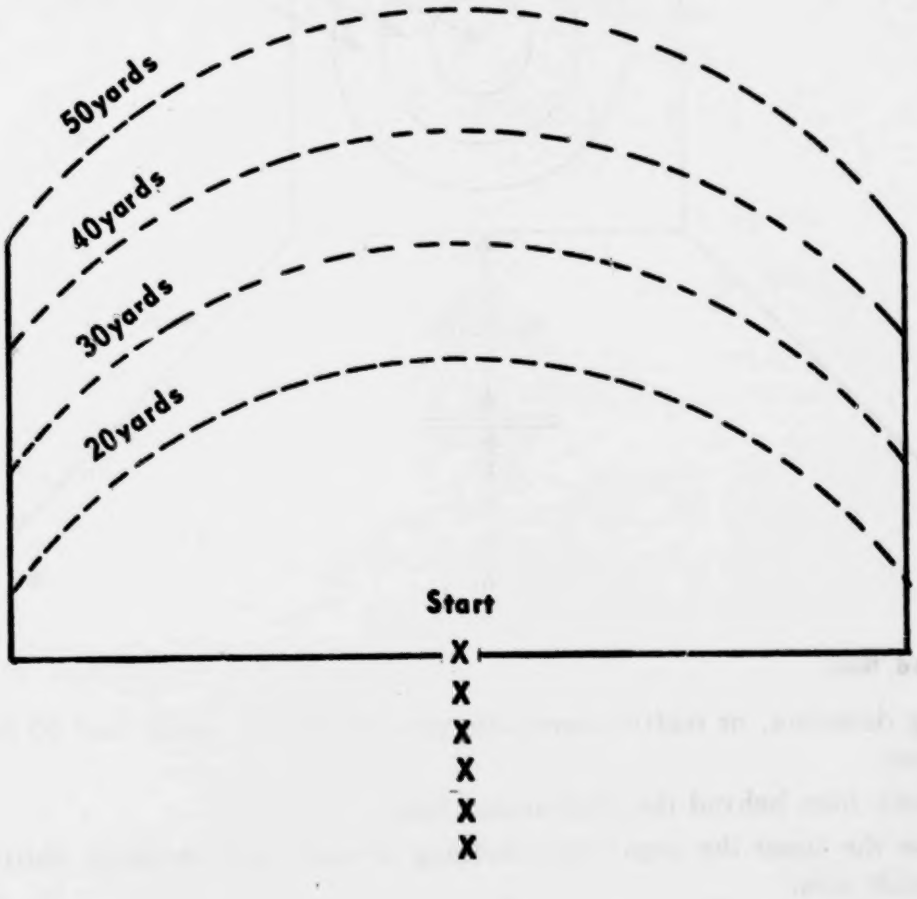
Elements and variations on offensive plays such as split T, winged T, etc.

Advanced offensive and defensive strategy.

Play touch football with proficiency and knowledge of basic rules.

ACHIEVEMENT TESTS

Distance Forward Pass Test and Kicking Distance Test



1. Distance Forward Pass

Allow three trials.

Require the ball to be thrown from behind a restraining line to land between guidelines.

Record the best of three trials.

Use squad leaders to call distance to the nearest foot as the ball lands.

2. Punt For Distance

Allow three trials.

Require the ball to be kicked from behind a restraining line to land between guidelines fifty feet apart.

Record the best of three trials to the nearest foot.

3. Pass For Accuracy

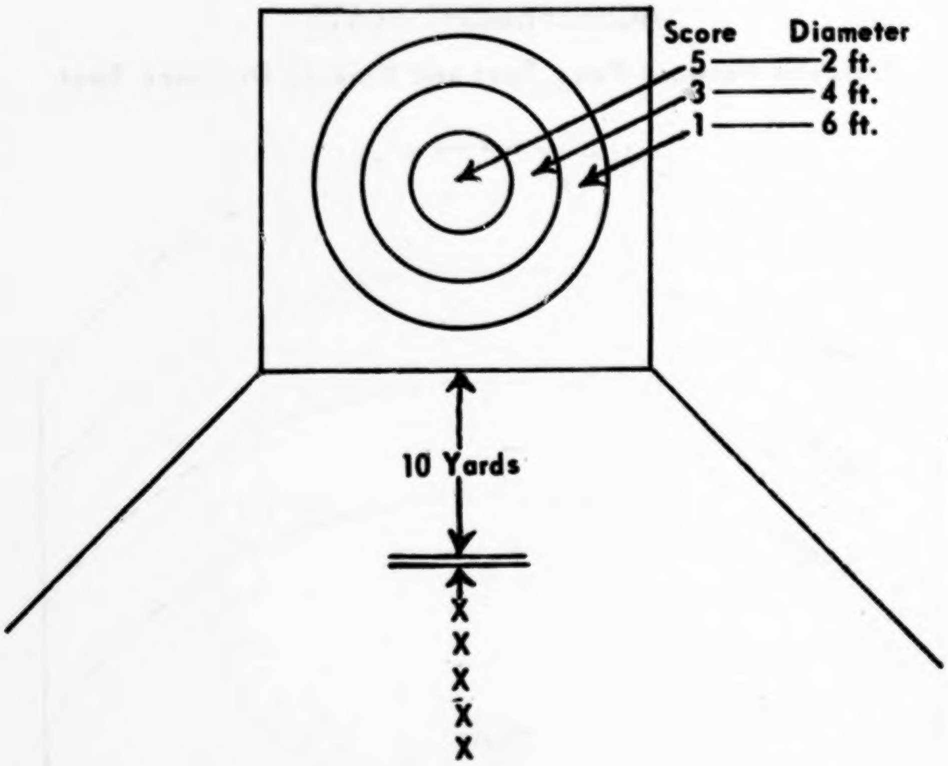
Paint concentric circles on a canvas or a mat with diameters respectively of two, four and six feet.

Pupil starts behind the restraining line ten yards (30 feet) from the target on the wall.

Record the total of three trials.

Five points is given for striking innermost circle, three for the next circle, and then one point. Score is total points in three trials.

FOOTBALL ACCURACY THROW



4. Dodging Speed Run

Four blocking dummies, or traffic cones are placed 20 feet apart, and 20 feet from the starting line.

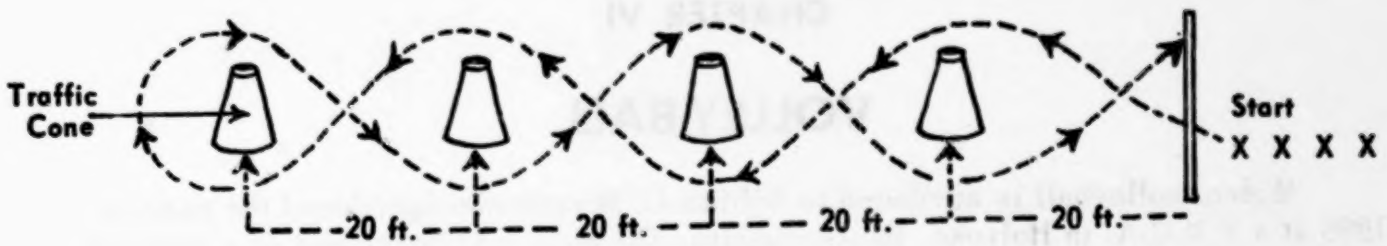
The pupil starts from behind the restraining line.

On signal from the timer the pupil runs dodging around each obstacle shifting the ball to the outside arm.

When he reaches the last obstacle he reverses his field and runs around the obstacles towards the finish line.

Elapsed time is recorded in the best of two trials.

Dodging Speed Run



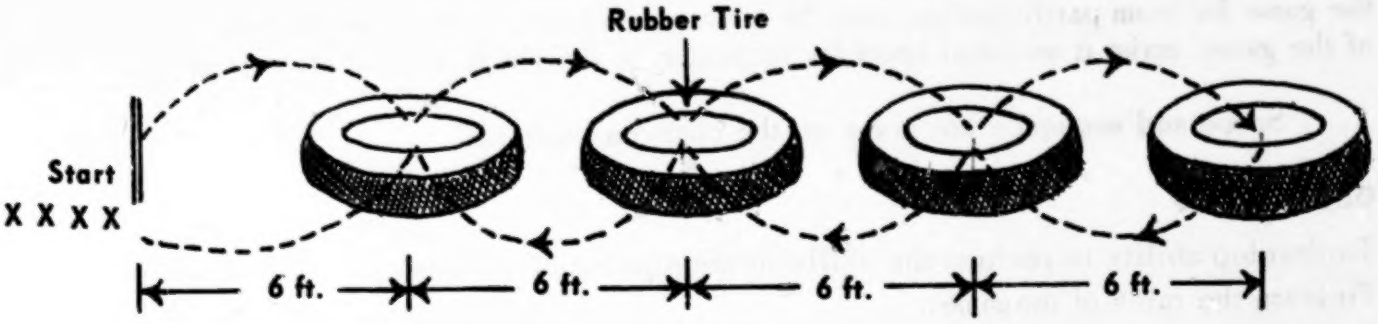
1. Agility Run

Four rubber tires are placed at distances of 6 feet apart.

At the signal the pupil runs and then steps from one tire to the next.

After completing the forward run and stepping out of the last (fourth tire), he turns and reverses his field back to the starting line.

Elapsed time is recorded in the best of two trials. (Illustrated below.)



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CHAPTER VI

VOLLEYBALL

Modern volleyball is attributed to William G. Morgan who introduced the game in 1895 at a Y.M.C.A. in Holyoke, Massachusetts. The game was developed as a modification of tennis. After the first exhibition of the game in Springfield, Massachusetts, in 1896, volleyball has become increasingly popular.

During World War II, when servicemen adapted the sport to small areas in response to the need for recreational activity, the sport spread throughout the world. In 1957, the sport was given Olympic status, and was officially recognized for Olympic competition by the International Olympic Committee.

As volleyball can be played both indoors and outdoors, it is an all-season sport. The game is especially adapted to school use since it provides for varying amounts of players, depending upon the space available, and the size of the class. The potential of the game for team participation, and the emotional satisfactions derived from the playing of the game, make it an ideal sport for inclusion in the physical education program.

Scope and sequence are given on the chart on page 137.

OBJECTIVES

To develop ability to perform the skills in the playing of the game.
To learn the rules of the game.
To develop the ability to make strategic judgments in playing the game.
To develop good sportsmanship.
To increase enjoyment in leisure time activity through proficiency in playing the game.
To develop leadership and followership attributes.

APPROACH AND MOTIVATION

Use audio-visual aids such as films showing experts playing the game in international competition, film strips, slides, pictures, diagrams, magnetic board and the like.
Provide elements of the game in which all may have some degree of success.
Skill tests and standards of achievement can be a strong motivating force.
Provide a volleyball bulletin board.
Desire to play in competition through the use of intramural or intrasquad tournaments is a strong motivation.
Each teacher can act as a coach of several teams in his platoon and can teach advanced skills, plays, strategy.
The use of mass games such as mass volleyball and sitdown volleyball, can motivate the desire for improved skills.
Apply skills to direct game situations.

INSTRUCTIONAL MATERIALS

Sufficient volleyballs for efficient squad and drill practice.
Volleyball poles and stanchions which should be well fastened into floor plates.

Portable volleyball poles and nets
Clothes line or rope for temporary nets
Pressure sensitive tape for floor and wall markings
Magnetic board and portable blackboard
Bulletin board
When playing outdoors there should be a marked-off field

SCOPE AND SEQUENCE: Grade Placement of Skills

SKILLS GRADE:	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	7	8	9	10	11	12
SERVING						
Underhand; open palm		B	R	R	R	R
Underhand; fist			B	R	R	R
Overhand; open palm			B	R	R	R
Overhand; fist					B	R
Spins and curves						ADV.
PASSING AND VOLLEYING						
Receiving serve		B	R	R	R	R
Two-hand; underhand pass		B	R	R	R	R
Two-hand; overhead pass		B	R	R	R	R
Chest pass		B	R	R	R	R
Setup		B	R	R	R	R
One-hand; underhand pass					B	R
One-hand; overhand pass					B	R
Setup and spike			B	R	R	R
Spike		B	R	R	R	R
ROTATION						
Simple		B	R	R	R	R
Other types				B	R	R
TEAM PLAY – OFFENSE						
Set plays				B	R	R
Team strategy				B	R	R
Running attack					O	ADV.
TEAM PLAY – DEFENSE						
Blocking			B	R	R	R
Retrieving ball from the net				B	R	R
Spike defense				O	O	ADV.
Defense strategy					O	ADV.
Serve defense					O	ADV.
BASIC RULES OF THE GAME		B	B	B	B	B
KNOWLEDGE AND SKILL TESTS		B	B	B	B	B
LEADUP GAMES AND DRILLS		B	B	B	B	B
CULMINATING ACTIVITY (Games, Tournaments, Intramurals)		B	B	B	B	B

CLASS ORGANIZATION AND MANAGEMENT

Volleyball lends itself to spot or floor formations for teaching purposes.

Safety instruction peculiar to the game should be given during the course of the unit.

It is suggested the squads or files be in groups of twelve so that teams of six men may play against each other within the squad organization. Twelve man teams may also play within the framework of such an organization.

Parallel line formations with each file facing another file can be usefully employed in basic skill teaching.

Shuttle formations can also be used with success.

Circle formations can be used for playing leadup games such as, "Keep It Up", or for practice of set and pass skills.

Courts and equipment should be marked and ready for play.

The available walls should be marked out with pressure sensitive tape at a height of eight feet for practice of serve, and passing against the wall.

Leadup games may be used for practice of skills, and to lend interest through variety of activity.

Ropes can be extended across the length of the gym for skill practice to encompass large numbers.

Rotation of squads will provide variety of activity within the drill and practice portion of the lesson.

Where possible, warmup drills, exercises and calisthenics should be directly applicable to the skills to be taught, and should involve large muscle groups that are to be used during the course of the lesson.

The portable blackboard or magnetic board can be used to advantage in illustrating game strategy and plays.

GENERAL TEACHING SUGGESTIONS

Provide for the elimination of all possible hazards.

Use leadup games, such as mass volleyball, to develop volleyball skills in the way in which they will be used in the playing of the game.

Use regulation game rules wherever possible.

Lesson plans should be flexible to modify activities and skills in accordance with class progress.

Self-testing activities, and achievement standards can be used to advantage as motivating devices for improved skill performance. Post standards of grade achievement and skill test standards.

Prepare a series of teaching notes as a guide to future instruction.

Take advantage of the visual aids available. See appended list.

Volleyball can be played both outdoors as well as indoors, so that the teacher should plan for maximum use of available space.

The wide use of student leaders can help to personalize the instruction.

Rules associated with skills should be taught in their natural context.

Analyses should be reduced to their simplest components.

The culmination of the unit should include playing the game.

SAFETY PRECAUTIONS

The class should be thoroughly warmed up before engaging in activity.

All pupils should have a medical examination and be physically fit to participate in the activity.

Pupils who ordinarily wear glasses should have either eyeglass guards, or be encouraged to wear shatterproof glasses.

All other equipment should be cleared from the playing area.

Volleyball poles should be rigidly fixed into the floor plates. These should be constantly checked to make sure that the poles do not work loose from the plate.

The use of nets attached to high jump standards should be discouraged. Where no other equipment is available, have pupils stand on the poles to prevent them from toppling.

Discourage the pulling on nets.

The gymnasium floor should be treated with a non-skid gymnasium floor finish, and be kept in good condition at all times.

In laying out courts, make sure that there is sufficient space between the end of the court and walls, or obstructions, to prevent pupils from crashing into the walls. Where the possibility exists, the walls should be padded with mats.

All participants should wear gymnasium costumes and sneakers.

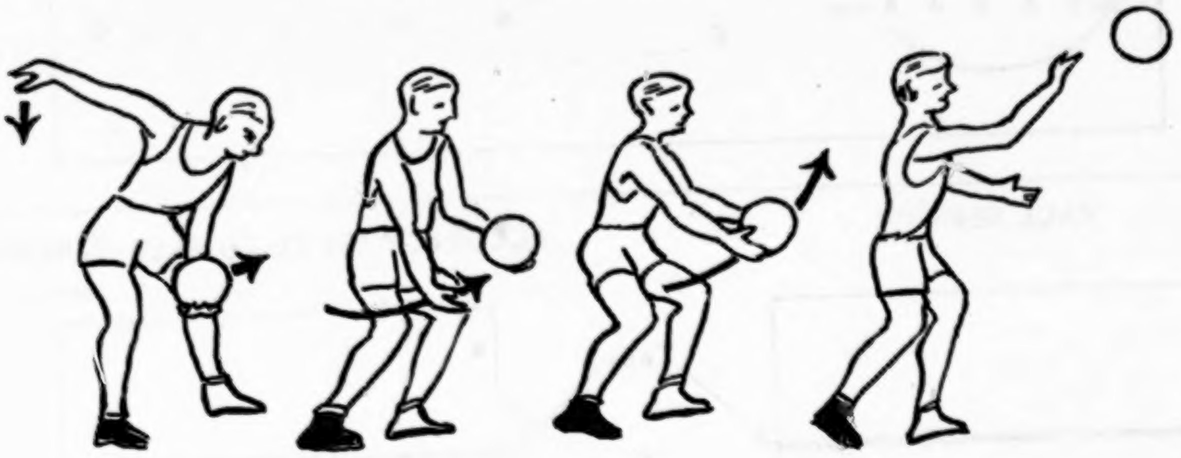
Prevent horseplay and the wild punching of volleyballs by having equipment and playing areas under supervision at all times.

It is suggested that a preliminary plan and layout of the gymnasium be made for the placement of squads during drill and skill practice to prevent conflict of areas and groups.

The use of more than one volleyball in a playing area should be discouraged.

GRADE 8: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

SERVING; UNDERHAND; OPEN PALM



ANALYSIS

Place the feet in a stride position with the left foot forward and behind the serving line.

The right arm swings through in a pendulum manner.

The weight is shifted to the forward foot as the ball is struck.

Body swing and arm movement should be coordinated.

Keep the eyes on the ball.

The ball may be hit with the open palm, at the base of the palm with the fingers open, i.e., using the heel of the hand.

TEACHING CUES

Keep the eyes on the ball at all times.

The underhand serve is the most widely used, especially for beginners.

Body is turned sideways, with the left hand held out clear of the ball.

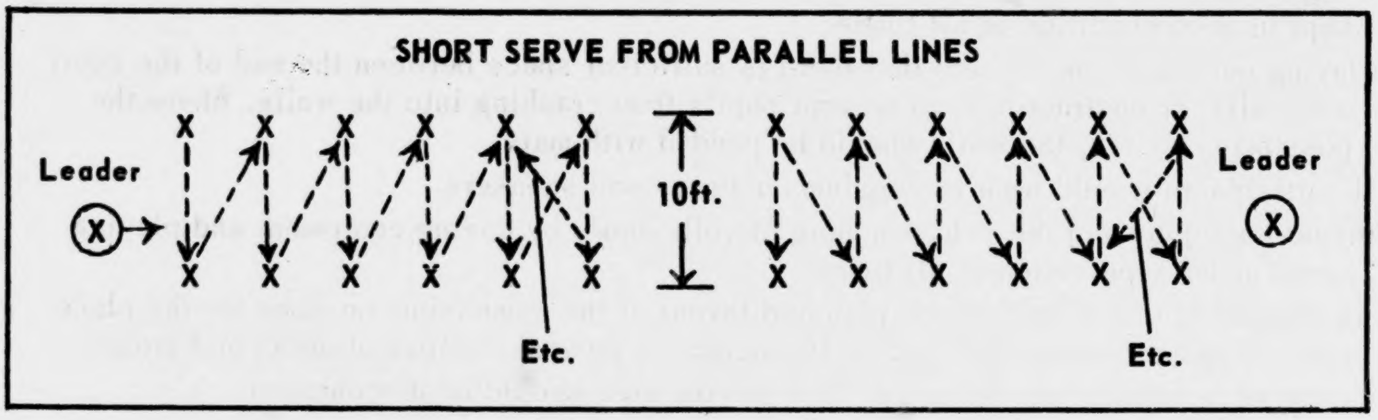
For beginners, it is advisable to practice swinging the arm in the pendulum swing to get the feel of the swing. Then add swing and step before hitting the ball.

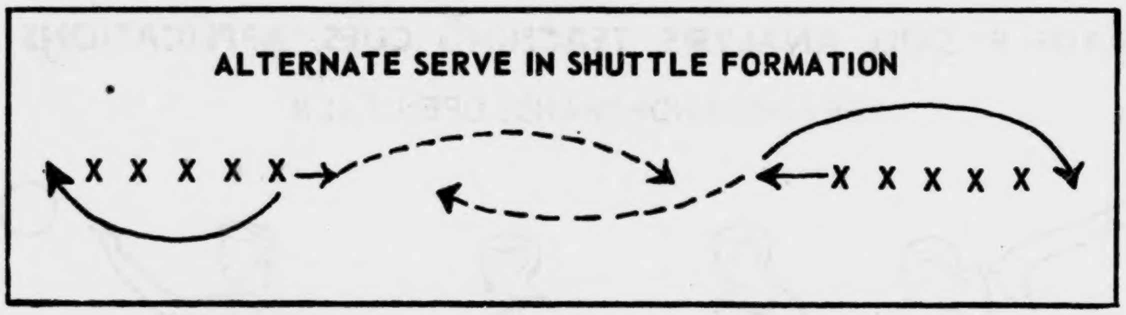
Stress hitting the ball below the center of the ball to assure sufficient height to clear the net.

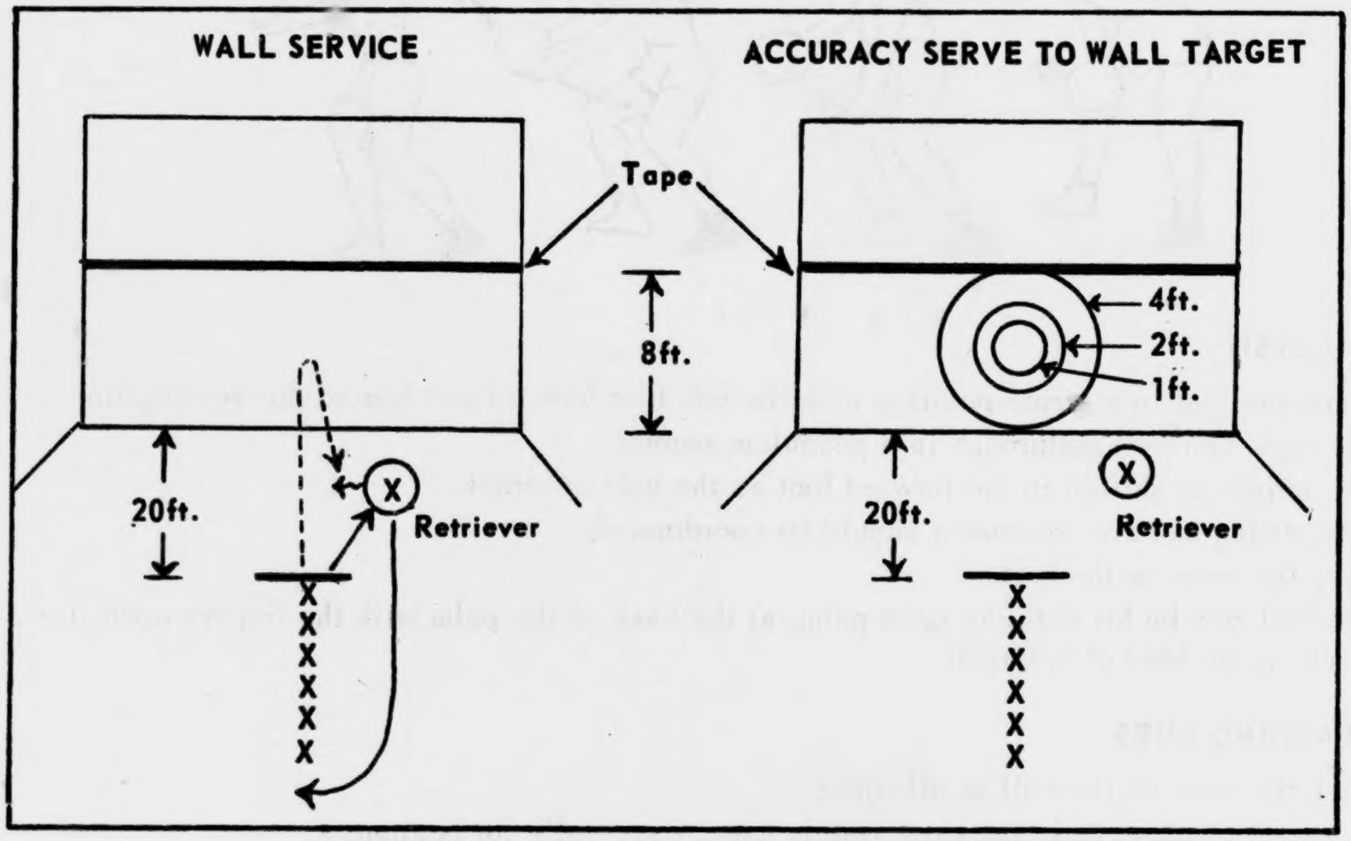
Teach rules such as "net ball" in connection with the serve.

Stress the importance of accuracy in using this serve.

APPLICATION: (See Diagrams below.)


SHORT SERVE FROM PARALLEL LINES
Leader
X
10ft.
Leader
X
Etc.
Etc.


ALTERNATE SERVE IN SHUTTLE FORMATION
X X X X X
X X X X X


WALL SERVICE
ACCURACY SERVE TO WALL TARGET
Tape
8ft.
4ft.
2ft.
1ft.
20ft.
X
Retriever
20ft.
X
Retriever

RECEIVING THE SERVE; AND TWO HAND UNDERHAND PASS

ANALYSIS

Body should be in a wide stance with feet pointed to the net, knees well bent.

The fingers are down, palms are forward, both hands placed well together.

As the ball drops downward rise to meet it, straightening the legs, keeping the arms and wrists rigid as the ball is batted.

The ball should leave the hands instantly.

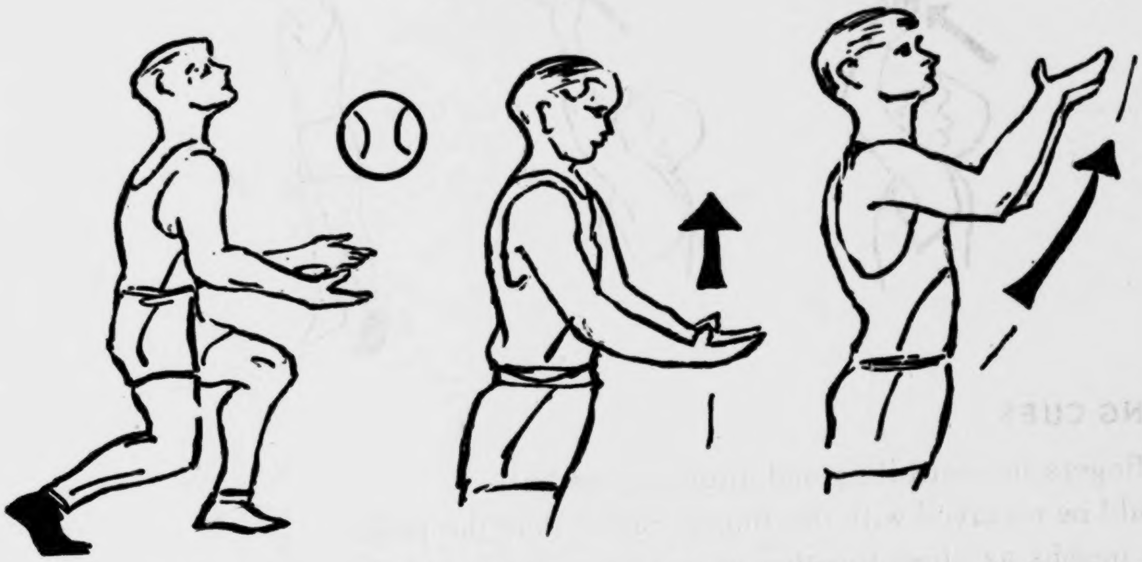
Follow through by stepping in the direction of the pass and swinging the arms upward to get sufficient height to set up for the spiker.

TEACHING CUES

Use the fingers in controlling the ball and directing it upwards.

The ball should be received with the fingers rather than against the palms.

Receiving the Serve, and Two Hand Underhand Pass



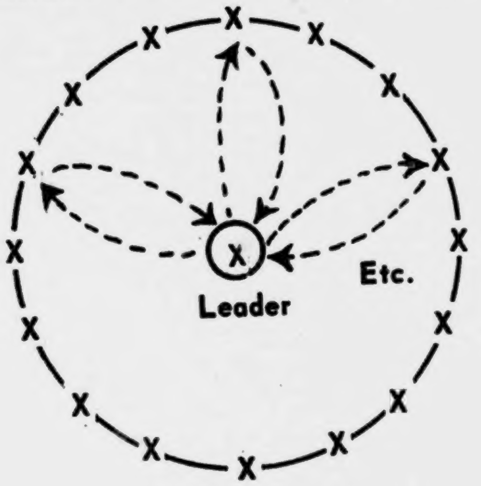
The fingers are kept down with the little fingers close together.

The knees should be well bent to make sure that the hands get under the ball.

The essential motion of the underhand pass is a battling, not lifting motion.

For extremely low balls, a lunge forward with a deep bend, and an upward lifting motion with both clenched hands (fists) locked together will direct the ball upwards for a teammate's recovery.

CIRCLE PASS AND "KEEP IT UP"



APPLICATION: (See diagram at left)

1. Short pass from low position while in parallel formation
2. Serve, receive and pass drill. (See serving)
3. Wall underhand pass drill
4. Shuttle pass drill
5. Keep it up (Circle Formation)

Receiving The Serve; And Two Hand Overhead Pass

ANALYSIS

Body is in a wide stance with left foot in front, knees well bent, head up, and back straight.

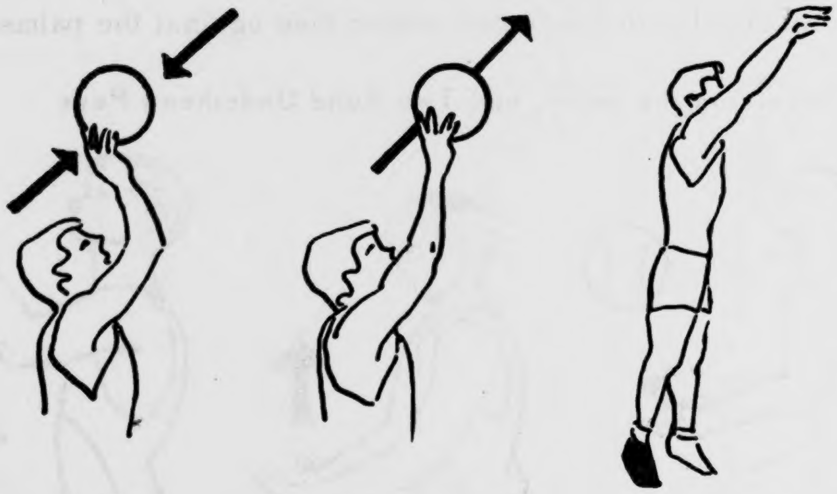
Fingers are up and back, with palms forward, elbows slightly outwards.

Just before the final contact, the wrists are snapped and the arms are extended upward and backward.

As the ball is passed, the head tilts backward and the back is arched.

Try to contact the ball in front of the face to project it forward to a designated spot along the net in front of the spiker.

Receiving the Serve; and Two Hand Overhead Pass



TEACHING CUES

Use the fingers in controlling and directing the ball.

Ball should be received with the fingers rather than the palms.

Keep the thumbs as close together as possible to prevent the ball from slipping through the hands.

Two hands should be used at all times for better ball control.

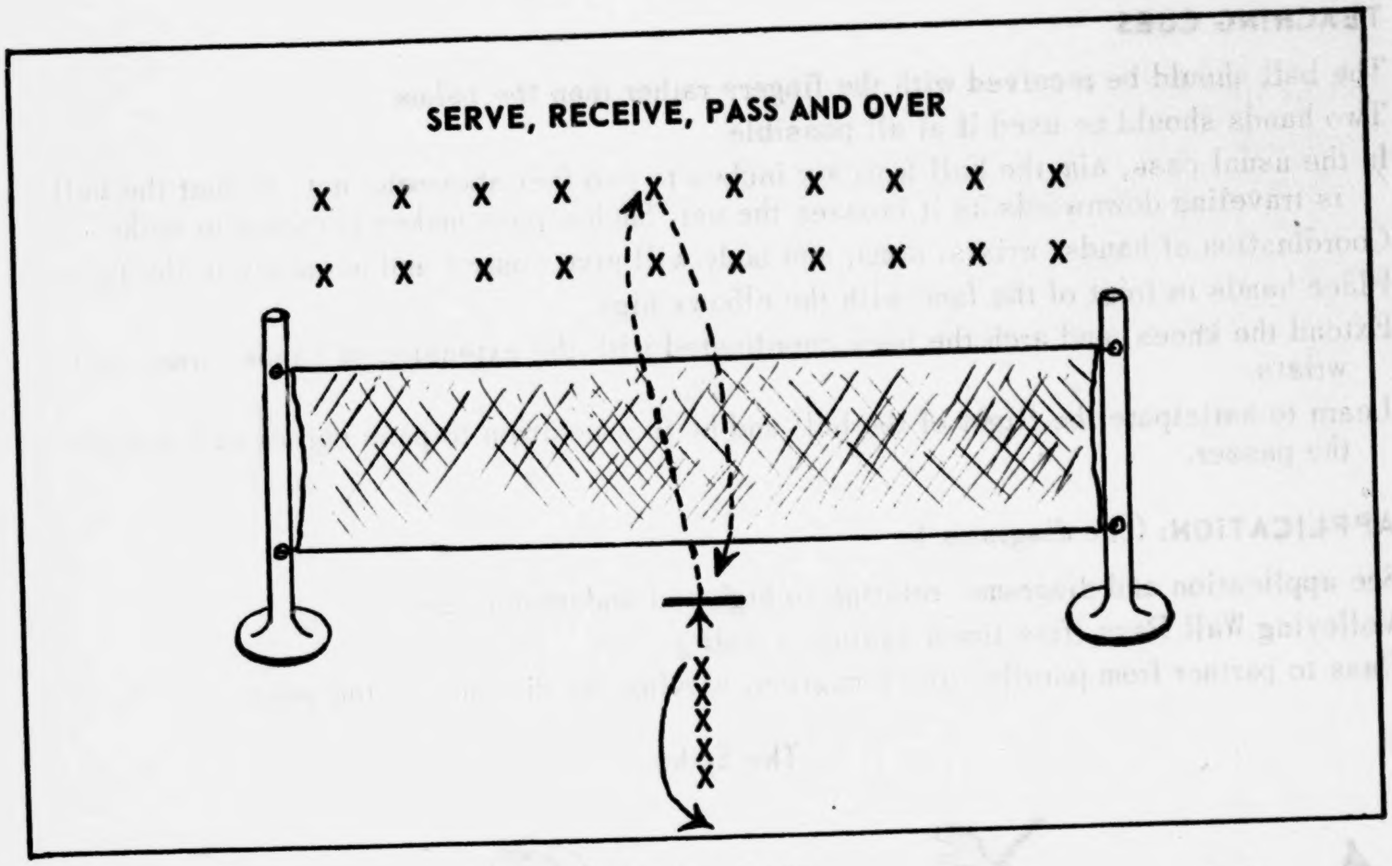
Release the ball without jumping thus increasing accuracy.

The height of the pass may vary with the position of the spiker, and the desired type of spike.

Stress the coordination of all bodily movements for accuracy and power.

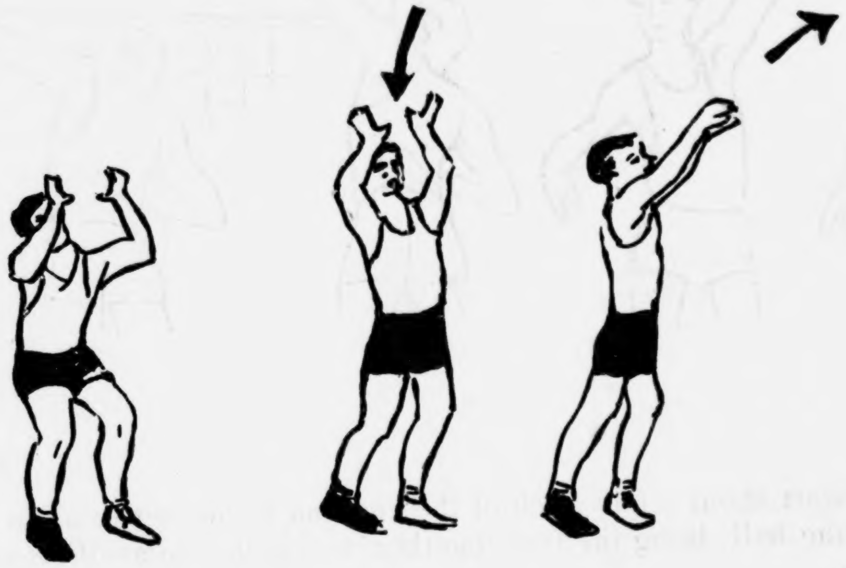
APPLICATION: See diagrams on next page.

See application for two-hand underhand pass.



SERVE, RECEIVE, PASS AND OVER

CHEST PASS



ANALYSIS

This is the most common type of pass in volleyball.

The motion is a forward, upward batting motion as the arms are straightened.

The fingers, with the thumbs pointing towards each other, are thrust forward to meet the ball.

Body position is the same as that of the overhead pass.

To be ready for the ball, raise the elbows so that the upper arms are shoulder high, straight to the side, parallel to the floor.

Keep the thumbs in and pointed downwards, with the fingers flexed and well spread apart.

When the ball is almost upon the passer, bring the hands back like a spring with the wrists tilted only far enough to meet the flight angle of the ball.

At the moment of impact the hands and fingers snap forward ahead of the ball.

TEACHING CUES

The ball should be received with the fingers rather than the palms.

Two hands should be used if at all possible.

In the usual pass, aim the ball from six inches to two feet above the net, so that the ball is traveling downwards as it crosses the net. Such a pass makes it easier to spike.

Coordination of hands, wrists, arms, and body will give control and accuracy to the pass.

Place hands in front of the face with the elbows high.

Extend the knees, and arch the back coordinated with the extension of hands, arms, and wrists.

Learn to anticipate the flight of the ball and be in a position to pass before ball reaches the passer.

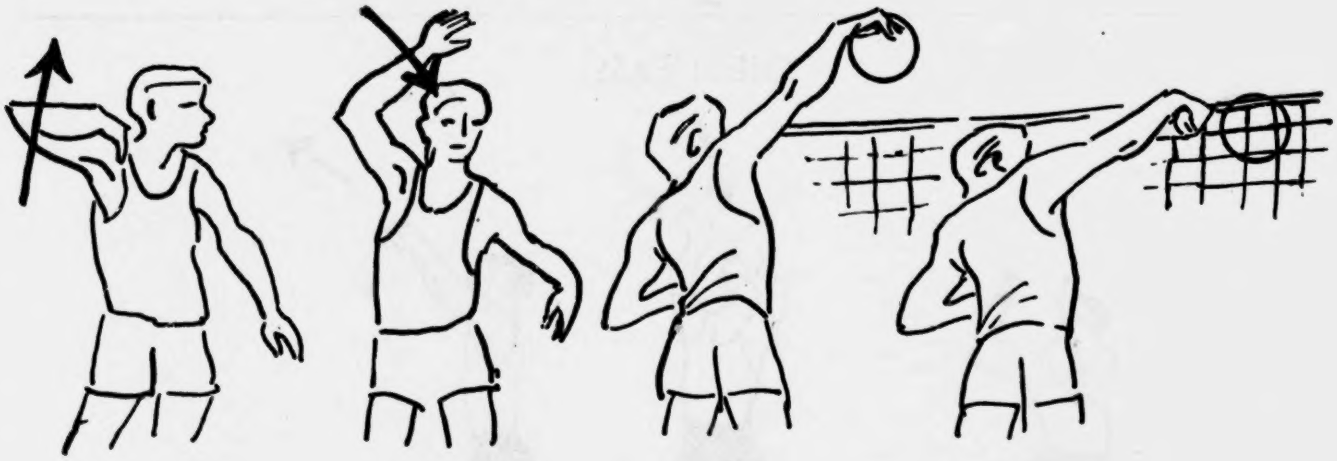
APPLICATION: (See diagrams.)

See application and diagrams, relating to high and underhand pass.

Volleying Wall Pass (five times against a wall.)

Pass to partner from parallel line formation, varying the distance of the pass.

The Spike



ANALYSIS

The spiker should start about a foot back of the net, run to the net to align himself with the direction of the ball, bring the feet together, and gather himself into a crouch position for the jump.

The jump is vertically upwards from the balls of the feet, swinging both arms upwards.

At the height of spring the hitting arm is extended upward ready to start down at the top of the ball.

As the ball begins to descend bring the palm of the hand down on top of the ball.

The spiking movement carries the body around in a twisting movement so that the spiker lands on the court facing the net with feet apart and knees bent.

Throughout the spike the elbow leads the movement.

A quick flexing of the wrist and arm helps to direct the ball downward and gives added power to the kill.

A windmill or straight arm spike may be used for more advanced players.

TEACHING CUES

Have pupils practice the jump from a crouch start. Relate the jump to the center jump in basketball.

The ball should be struck with a descending blow.

Keep the left arm, bent at the elbow close to the chest.

The spike is a flexion and extension movement like the cracking of a whip.

Emphasize the position of the hand at the top of the ball to give the ball its downward flight.

For younger players who may not be able to jump high enough to clear the net, it may be advisable to lower the net to seven feet to get the idea of the downward flight of the ball after the spike.

APPLICATION: (See diagrams.)

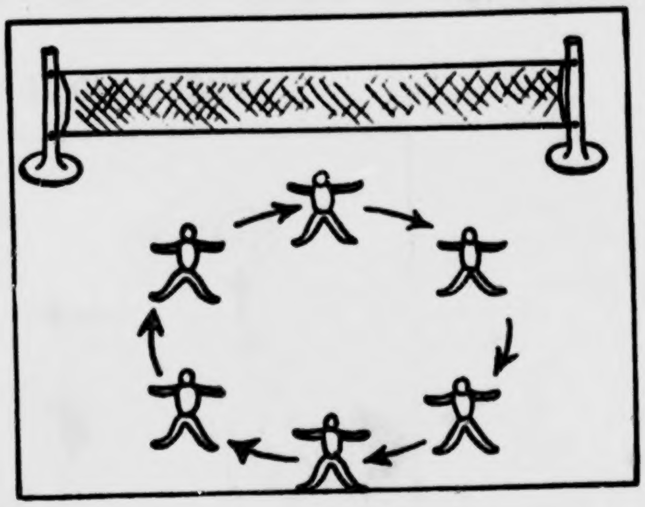
Set up to self and then spike drill.

Set up and spike drill.

Pass set and spike drill.

Sargent wall Jump Test and Drill.

ROTATION OF PLAYERS



ANALYSIS: See diagram for six-man and twelve-man rotation.

TEACHING CUES; Have demonstration lesson involving schemes of rotation of players.

Post diagrams on the bulletin board.

Review technique of rotation before playing the game.

APPLICATION ·

Use basic scheme of rotation. Review it before playing games on intrasquad or intramural basis.

GRADE 9: ANALYSIS, TEACHING CUES, APPLICATIONS

SERVING, UNDERHAND, FIST

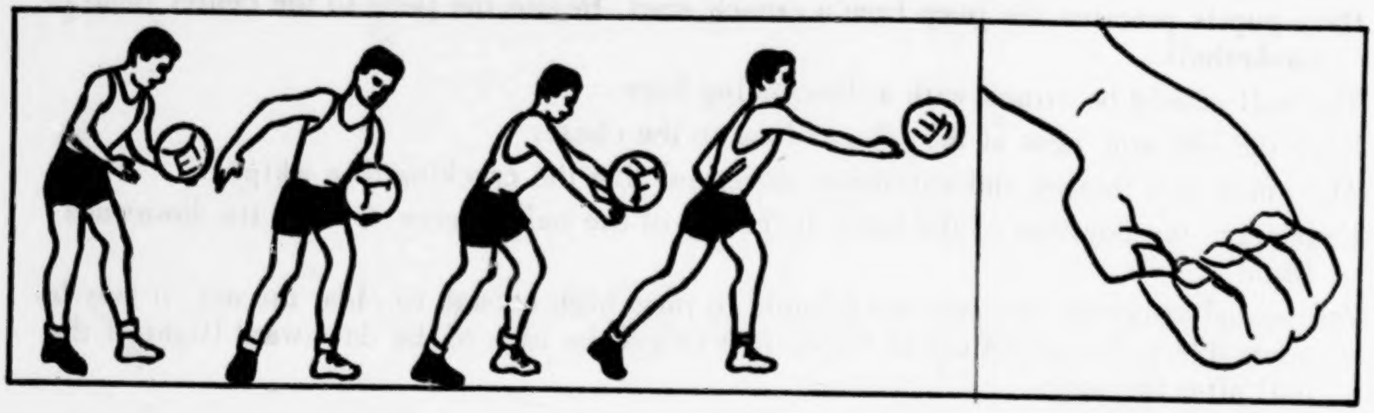
ANALYSIS

Position of body and arms are the same as in the underhand open-palm serve.

There are two ways to hit the ball with this type of serve. They are: with clenched fist, hitting the ball with a) knuckles, heel of the hand, and thumb side of the fist; and b) knuckles and heel of the hand only. The clenched first decreases the accuracy of the serve, but enables the server to hit the ball harder.

The ball may be given spin by hitting it slightly below center and to the right side of the ball with a twisting motion of the fingers and wrist.

A ball with spin will make the serve harder to handle by the defense.



TEACHING CUES

Review the body position, stance, and arm movement of the straight underhand open-hand serve.

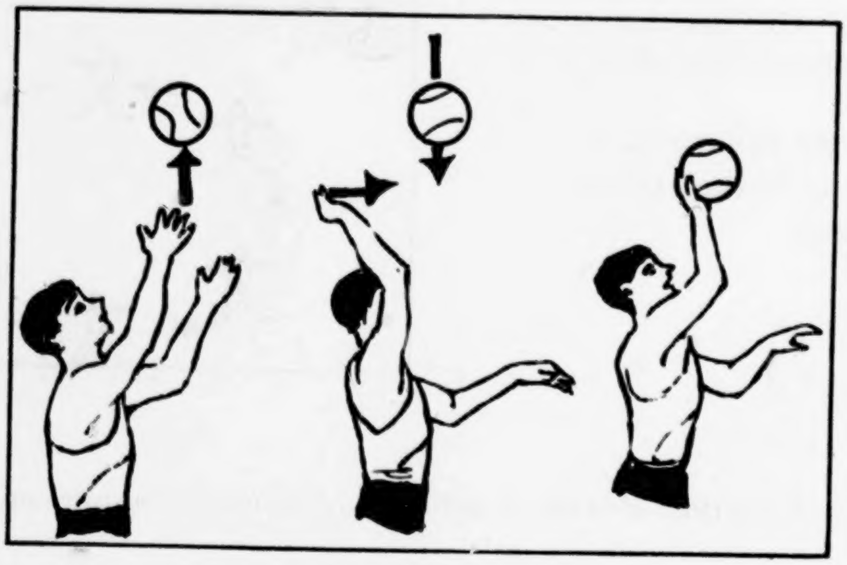
Check position of the fingers in clenching the fist. Some pupils overlap their fingers.

Stress the follow through on the intended flight of the ball.

The eyes should be on the ball until the ball has left the hand.

APPLICATION: See diagrams under Underhand Serve.

OVERHAND SERVE; OPEN PALM



ANALYSIS

Left foot is about a foot behind the end line, with the right foot a comfortable distance behind the left foot.

Server faces the net with the knees flexed.

Rotate the trunk to the right putting your weight on the rear foot.

Hold the ball in the well spread fingers of the left hand.

Toss the ball about three feet above the full reach, and about six inches in front of the face.

Use an overarm swing, like a serve in tennis to bring the right arm forward with the elbow leading, whipping the arm forward to hit the ball with palm and fingers, the elbow leading the arm.

As the ball is struck the body pivots around to the left and the weight comes directly over the front foot.

TEACHING CUES

Have the class go through a mimetic involving the twisting of the trunk and the swing of the arm to get the feel of the rotation of body and forward motion of the arm.

Stress the eyes on the ball as it goes up and comes down.

Stress the height of the ball about three feet above the extended reach.

Most pupils make a basic error in not throwing the ball up high enough.

The timing of the hit is the essence of the serve.

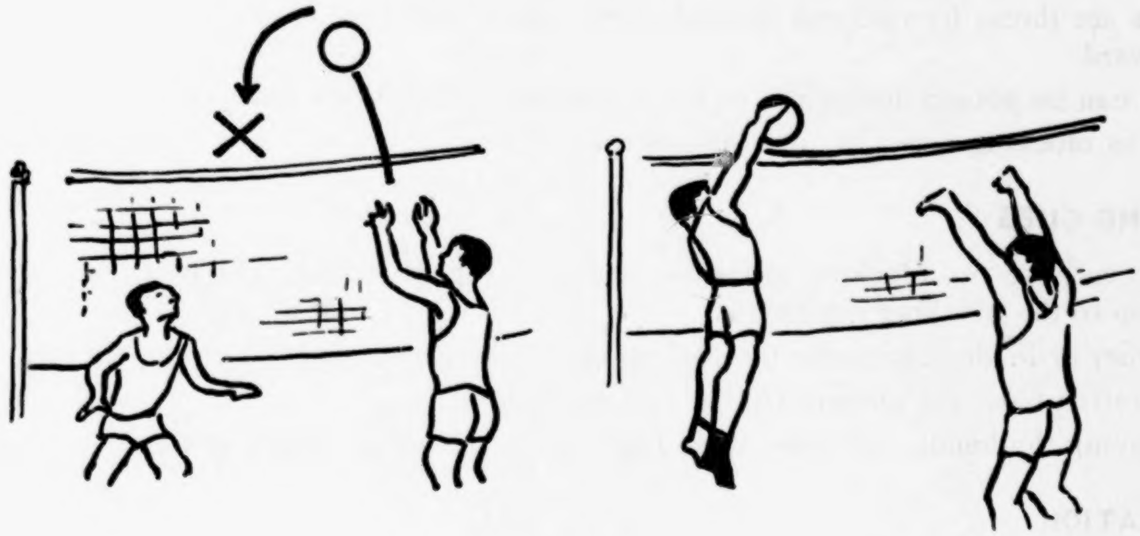
It is advisable to review the underhand serve until it is mastered before attempting the overhand serve.

Relate the arm movement to the serve in tennis.

The finish should be with the right arm in full extension in the direction of the flight of the ball.

APPLICATION: See diagrams for serving drills.

SETUP AND SPIKE



ANALYSIS

The setup man uses the forward chest pass when close to the net.

Preparatory to the pass, spread the feet comfortably apart, parallel to the net, with the body turned sidewards (if at net position).

Contact the ball in front of the face and project it upward to a designated spot along the net in front of the spiker.

The palms are turned outward from the face, body raised upward, and legs are straightened.

Do not jump since accuracy is demanded.

TEACHING CUES

An effective way to learn to pass is to play with a partner passing the ball back and forth parallel to the net.

The footwork and delivery of the chest pass should be reviewed.

If the ball comes high above the waist, bend backwards to meet it.

Stress the finger and wrist snap upwards for ball control.

Where the player unavoidably has his back towards the net it is sound strategy to pass the ball away from the net to another player.

In team play the set-up and spiker work together, so that the set-up man should know the best height that the spiker desires for the spike.

APPLICATION

See chest pass drills.

See set-up and spike drills.

Drills with two set-up men passing ball back and forth. (See Diagram)

TEAM PLAY; DEFENSIVE PLAY; BLOCKING

ANALYSIS

To block the ball one or more defenders raise their arms and hands to a position in the path of the ball. They cut the ball off by jumping at the same instant that the ball comes over the net.

Blockers play close together and close to the net.

The arms are thrust forward and upward, with fingers well spread and hands tilted slightly backward.

The ball can be played downward, or tilted backward to his own team to set up for a kill.

Success in blocking depends upon split second timing.

TEACHING CUES

Teacher can have two blockers at the net and upon signal (without the ball) have them leap up to the blocking position.

The teacher or leader can throw the ball up after faking it to drill on proper timing.

As a variation have the players tip the ball backwards.

Stress having the hands and arms close together as the player leaps upward.

APPLICATION

Blocking Drill. (See Diagram)

Serve and block drill. (See Diagram)

GRADE 10:

ROTATION; OTHER TYPES

ANALYSIS

See diagrams for other types of rotation in mass games.

TEACHING CUES: See Grade 8 rotation.

APPLICATION

Sample charts of rotation schemes.

Practice rotation in game situations.

OFFENSIVE TEAM PLAY

ANALYSIS

See suggested team play typical formations. (See Diagrams.)

TEACHING CUES

Basic formations are: a) Three-spike, three-set, passer plan; b) Six-spiker offense; and c) Four-spiker, two-set, passer formations.

Post basic formations on charts on the volleyball bulletin board.

Have teams try out various formations to determine their values.

Teacher or leader can call out plays from each formation for pupils to realize possibilities and variations.

Demonstrate each of the offensive formations.

DEFENSE; RETRIEVING THE BALL FROM THE NET

ANALYSIS

This pass is used to retrieve low balls, or to recover balls from the net.

The movements are the same as for the underhand pass.

The player gets under the ball quickly, with knees well bent and the side of the body towards the net, batting the hands upwards.

The ball should be batted high enough for a teammate to come over to drive it over the net. Use the "dig pass" if two hands cannot be gotten on the ball

TEACHING CUES

Stress that the player should not attempt to get the ball directly over the net when retrieving a ball from the net.

When the ball strikes the net above the center and below the tape, the ball should be played backwards to a back player.

The low crouch is important in order to get under the ball, with the knees well bent.

APPLICATION

Throw ball against the net and have each player in turn retrieve the ball.

Practice sending the ball to a back player.

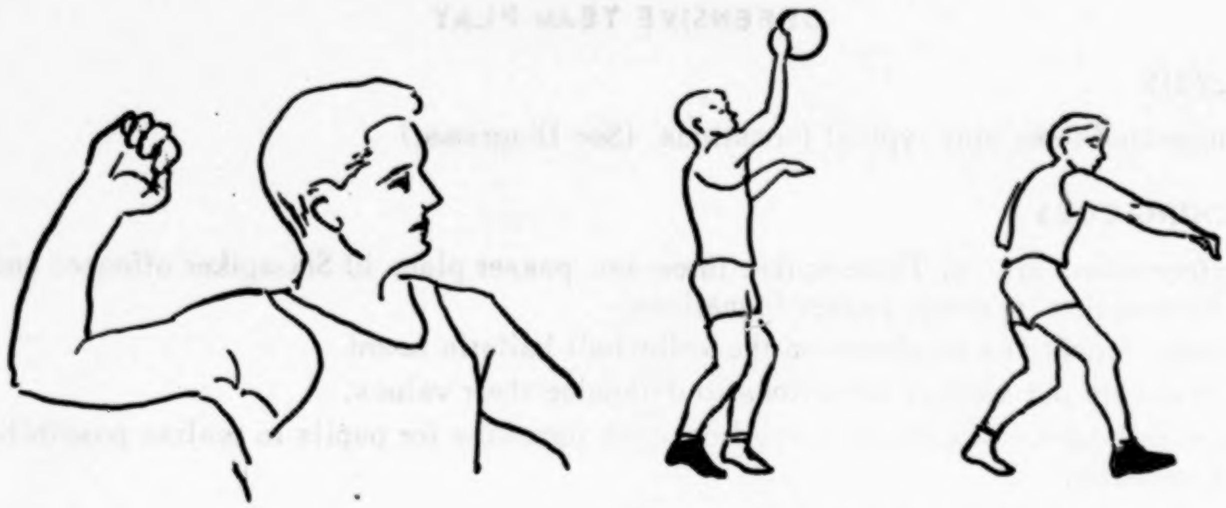
GRADE 11:

OVERHAND FIST SERVE

ANALYSIS

The body stance, position of arms, and hands are the same as the overhand serve.

The ball is struck with the clenched fist instead of the palm.

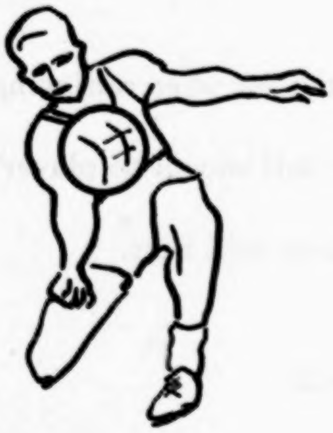


TEACHING CUES

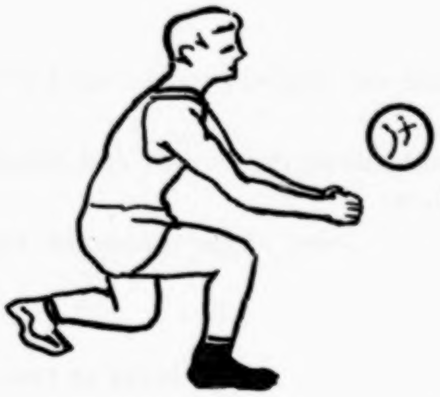
Review the overhand serve.
Stress the proper height of the ball.
Emphasize the body rotation in the serve.

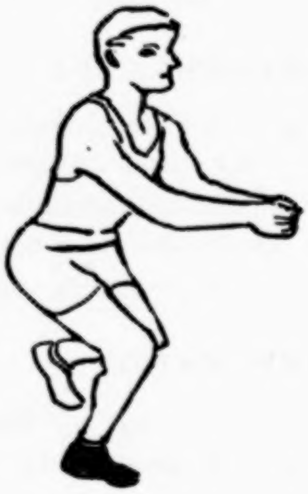
APPLICATION: See drills in serving.

LOW, UNDERHAND OR DIG PASS



One-Hand





Two-Hand

ANALYSIS

The dig pass is used when a player has to return an extremely low ball to his right or left.
Lunge forward into a low crouched position.
The hand is closed and the ball is met in an upward movement with the heel and the cushion of the hand
Snap the wrist at the finish of the stroke for a high trajectory.
A two-hand dig pass may be made with both hands close together to ensure accuracy.

TEACHING CUES

Have the group practice the pass without the ball to stress low position and upward sweep of the hand in the clenched position.

Have the leader throw the ball low, right, or left for the man to get into position quickly.
This is a difficult pass to control and the height of the ball will enable a teammate to send it over the net.
The one-hand dig may also be performed with bent fingers. See illustration.

APPLICATION

Squad practices the skill with and without the ball.
See set-up drills.

GRADE 12:

ADVANCED SKILLS (To be taught after basic skills have been mastered)

Spins and curves in serving
Running attack
Spike defense
Serve defense
Other defensive and blocking strategy

ANALYSIS

See bibliography and references for advanced skills and techniques.

TEACHING CUES

Advanced skills should only be taught after basic skills have been mastered.
The use of charts, the blackboard, the magnetic board will be found useful in demonstrating plays and game strategy.
Advanced skills will be best motivated as they grow out of a need resulting from the playing of the game.
Tournaments and games will serve as a strong motivating device for advanced skill techniques.
Audio-visual aids can be used at this stage of the unit for illustrating the play of experts and their advanced techniques.

APPLICATION

Advanced skills and techniques can best be applied as the result of competitive activity.

MODIFIED OR LEADUP GAMES

Volley Bounce Ball
Keep It Up
Newcomb
Mass Volleyball
Special Pass Volleyball
Balloon Volleyball
Three or Five Hit Bolleyball
Double or Triple Volleyball
Five Minute Tournament-Round Robin Play

EVALUATION

GRADE ACHIEVEMENT STANDARDS

Pupils should be able to demonstrate the skills and appropriate knowledge as indicated:

GRADE 8

Simple underhand open palm serve
Receiving the serve and two hand underhand, and overhead pass
Basic chest pass, and setup for spike
Basic spike technique
Simple rotation for six man team
Basic rules of the game

GRADE 9

Skills learned in Grade 8
Underhand fist serve
Overhead, open palm serve
Setup and spike technique
Defensive blocking maneuver
Basic rules of the game

GRADE 10

Skills learned in Grades 8 and 9
Other types of rotation plans especially for mass games
Basic set plays and team strategy, for different types of offense
Advanced techniques such as retrieving a net ball
Basic rules of the game

GRADE 11

Skills learned in previous grades
Overhead fist serve with spins and curves
Advanced passes such as one-hand underhand pass, dig pass, etc.
Basic rules of the game

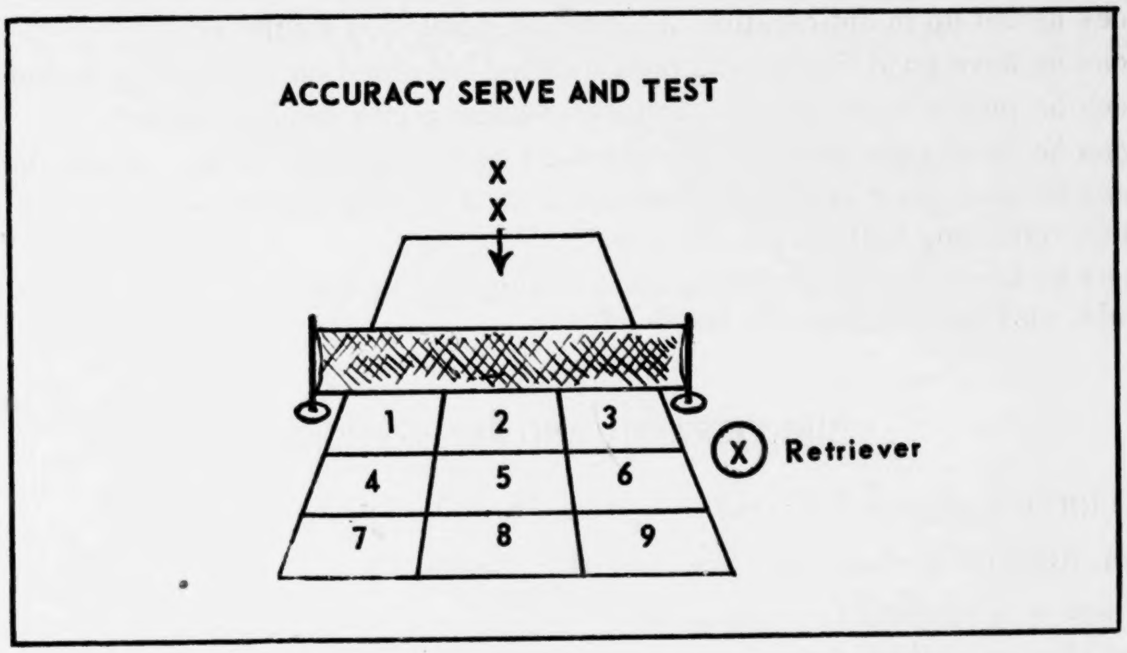
GRADE 12

Basic skills learned in previous grades
Advanced skills in serving with greater force and accuracy
Advanced skills in the running attack
Advanced skills in setting up various types of defense arrangements
Basic rules of the game
Play the game with skill and evidence of good body coordination

SUGGESTED SKILL TESTS

1. **Accuracy Serve** – For skill and accuracy in serving a volleyball
   Description:
   The opposite volleyball court is marked off into nine equal areas. The teacher specifies

the area to be served. Each player takes five trials. Score is the number of successful trials made into specified areas. If the ball fails to clear the net a score of zero is given. (See diagram below.)



ACCURACY SERVE AND TEST

2. **Ball Handling** – For skill in set and passing, as well as ball control

Description:

A line is drawn at the height of a net, eight feet, on the wall. The player stands at a distance of three feet from the wall. At the signal the player tosses the ball against the wall and continues to bat it above the line for a period of fifteen seconds. The score is the number of successful hits above the line during that time interval. (See diagram)

3. **Set-Up Test** – To test skill in settingup and passing

Description:

A rope is strung four feet above the net and parallel to the top tape. A ball is passed to a player standing in the center of the court. The player attempts to set up the ball in the space between the rope and the top of the net without passing over the net. He is given five trials. The score consists of the number of successful setups.

4. **Spike Test** – For skill in spiking the ball with a downwards motion

Description:

The player stands at the net. The teacher tosses the ball up for a spike above the net so that the ball is coming downwards. The player leaps up and attempts to spike the ball. Five points are given for a good spike with a downward motion to the ball. Three points are given if the ball is driven forward within the court instead of downward. One point is given if the ball is hit over the net.

5. **Game Situation Test** – To test playing ability, knowledge of the rules, and basic skills while playing a game

Description:

If time permits, a teacher can test one side of six pupils while they are engaged in playing a game. The following criteria may be used.

1. Does he serve the ball with skill and accuracy? Good body balance with proper arm and body movement?

2. Is his body in balance and coordinated to be in a position to pass the ball?
3. In passing, does he have good ball control through use of fingers, hands and wrists?
4. Does he have good coordination and spring, as well as hand and arm movement in spiking the ball?
5. Does he set-up in anticipation of teammate's position for the kill?
6. Does he have good timing, and body and arm coordination in blocking techniques?
7. Does he play his own position and avoid running into another player?
8. Does he know game strategy as evidenced by his passing, setups, and spiking?
9. Does he have good skill and coordination in defensive maneuvers such as a dig pass, retrieving ball off the net, etc.?
10. Does he know the rules of the game as evidenced by his passing, refraining from fouls, spiking, touching the net etc.?

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AUDIO-VISUAL AIDS
See appended list of approved aids which are available on the New York City Board of Education list.

CHAPTER VII

TRACK AND FIELD

Track and Field athletics, derive from spontaneous natural activities that can be traced back to earliest man. Running, jumping, and throwing were necessary activities for everyday living. There are many Biblical references to track and field activities. Records of organized competition in track events date from the first Olympic Games of 776 B.C.

Track and Field is one activity in which the participant is often on center stage since his performance depends upon himself and his own abilities. Track and Field training involves disciplines which, in addition to fitness improvement, also give the student the speed and endurance necessary in other athletic sports. It is therefore logical that Track and Field athletics should be one of the foundation stones of the school sports program.

OBJECTIVES

To develop fundamental skills in running, jumping and throwing

To develop sound physical condition

To inculcate knowledge, attitudes, and appreciation of track and field athletics

To provide opportunities for individual and group competition

To provide opportunities for skill progress and to evaluate progress

To develop sound character and personality attributes

APPROACH AND MOTIVATION

Junior high school instruction should stress fundamentals in form for running and jumping events.

Exercises which emphasize stretching and flexibility should be used daily as part of the conditioning process for track and field.

The value of these drills as a physiological warmup and for improved performance should be stressed to the class.

Weight training can make valuable contributions to improved performance.

Show selected films such as Olympic Games, film strips, action shots, pictures of varsity team members in action.

Make up a track bulletin board with film clips and photos of athletes performing basic skills.

Teacher can give demonstrations of skills.

Post standards of achievement to be attained in each grade as a motivating factor.

Use a class "field day" as the culminating activity, and as a stimulus toward improved performance.

The physical fitness tests involving running such as the six-hundred yard run, and the fifty-yard dash, can motivate improved performance inasmuch as age-grade standards have been developed nationally for the tests.

INSTRUCTIONAL MATERIALS

Running track should be in good usable condition free of holes, obstructions, etc.

SCOPE AND SEQUENCE (Grade Placement of Skills)

CODE:

B – Basic skills to be taught in the grade. (Minimum essential)
R – Review of basic skills
O – Optional skills, to be taught if time permits, or, if class progress permits.
ADV. – Advanced skills, to be taught after basic skills have been mastered.

SKILLS	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL	
	GRADE 7 (15 Pds.)	GRADE 8 (15 Pds.)	GRADE 9 (15 Pds.)	GRADE 10 (15 Pds.)	GRADE 12 (30 Pds.)
SPRINTING					
1. Starts					
Outdoor	B	R	R	R	R
Indoor (Bunch)	B	R	R	R	R
Use of starting blocks				O	O
2. Running form	B	R	R	R	R
3. Finish form	B	R	R	R	R
DISTANCE RUNNING					
1. Body angle			B	R	R
2. Arm swing			B	R	R
3. Foot placement			B	R	R
4. Length of stride			B	R	R
5. Pace – racing strategy				O	ADV.
RELAY RACING					
1. Baton pass					
Visual		B	R	R	R
Non-visual				B	R
Passing zones and rules		B	R	R	R
2. Shuttle Relay					
Shoulder tap; sprint start	B	R	R	R	R
BROAD JUMP					
1. Standing broad jump	B	R	R	R	R
2. Running broad jump					
Takeoff			B	R	R
Flight			B	R	R
Landing			B	R	R
Check marks			B	R	ADV.
Measurement			B	R	R

SCOPE AND SEQUENCE (Continued)

SKILLS	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL	
	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 12
	(15 Pds.)	(15 Pds.)	(15 Pds.)	(15 Pds.)	(30 Pds.)
BROAD JUMP (Continued)					
3. Hop, step and jump					
Step and leap		B	R	R	R
Running hop, step and jump				B	R
HIGH JUMP					
1. Western roll					
Approach		B	O	R	R
Takeoff		B	O	R	R
Layout		B	O	R	R
Landing		B	O	R	R
2. Eastern roll				O	O
3. Straddle jump			B	R	R
HURDLES (With special exercises)					
1. Form					
Takeoff				B	R
Front leg				B	R
Trail leg				B	R
Body angle				B	R
Arm action				B	R
2. Getting step					
Start				B	R
Steps between hurdles				B	R
SHOT PUT (Only with protected area)					
1. Grip					B
2. Stance					B
3. Glide					B
4. Reverse					B
5. Follow through					B
DISCUS (Only with protected area and trained personnel)					O
JAVELIN (Only with protected area and trained personnel)					O
POLE VAULT (Only with proper facilities and trained personnel)					
1. Grip				O	O
2. Approach				O	O
3. Takeoff				O	O
4. Air movement				O	O
5. Pole release				O	O
6. Check marks				O	O
7. Landing				O	O

The jumping pit should have shavings kept loose and built up to a depth of at least twelve inches in the landing area.

High jump and hurdle standards should be in good repair.

Standard cross bars of aluminum, bamboo or wood in good repair.

Starting blocks.

For jumping events indoors, use mats with four to six rubber tire tubes underneath them, tied together, for added resiliency.

Relay batons.

Six, eight, ten and twelve pound shots, indoor style.

Pole vaulting poles, box and standards where facilities enable this to be taught.

Pressure sensitive tape for floor and track curb markings

Stop watches. (Tenth of a second with double hands preferred).

TEACHING SUGGESTIONS – GENERAL

Include running activities as part of the daily exercise and conditioning activity.

In running, start with short distances, jogging and the like and gradually increase the speed, and the distance run.

As a leadup it is wise to alternate running with walking until pupils are thoroughly conditioned.

In field events limit the size of the group to be taught since these activities usually involve hazards, and since the activity must be personalized for efficient instruction.

Motivate self-testing activities for skill improvement.

Keep a log or diary of the progress of the unit for improved planning.

Where possible, have experts demonstrate skills. Varsity team members and leaders who have been trained, can be of inestimable value.

Teach basic rules associated with each activity.

Insist upon practice of skills with good form as one of the foundations of skill practice in accordance with the laws of habit formation.

Analysis, explanation, demonstration, imitation, correction, cues, perfect regular practice are basic methods in teaching track and field.

SAFETY PRECAUTIONS

Class should be thoroughly warmed up before engaging in prolonged or distance running, as well as sprints.

Track should be well screened for removal of holes, glass, large, unbroken cinders, and stones.

Careful progression of skills in accordance with abilities should be planned.

For indoor track activities make sure that there are no obstructions. It is advisable to refrain from running events directly towards a wall. Weights should NOT be thrown indoors.

Spiked shoes should not be allowed in regular class instruction.

All pupils should wear well fitted gymnasium sneakers for participation.

Pupils should run in clearly marked lanes. Traffic should be controlled to avoid crossing lanes.

Too many pupils should not run at one time. It is advisable to stagger a large group so that the class is well spread out over the track.

In high jumping and pole vault, use standards that are in good repair, and are weighted so that they will not topple easily. Use only standard cross bars.

Control flow of jumpers. Next jumper waits until the pit is clear.

Conduct practice of jumps at low heights until form and landing have been mastered.

Keep shavings in the pit loose and built up to a depth of at least twelve inches in the landing area.

Make sure that the takeoff board in broad jumping is firmly anchored.

The discus and shot put demand close, active supervision. They should be taught ONLY in a roped-off, isolated area. Fundamentals should be thoroughly covered before active use of the weights is allowed. Six to eight pound shots should be used on the junior high school level. Keep the group BEHIND the shot ring at all times. Use a leader to retrieve the shot (or discus) and require him to roll it back. Only one shot should be used in any enclosed area. When finished, teacher should personally return shot to the storage area.

Hurdles should be placed on dirt or track area, never on concrete or black top. Do not permit students to run more than five hurdles in a series.

Practice in pole vaulting should be conducted under the personal supervision of the teacher. Begin instruction without the use of the cross bar. Teacher should stand by the box and help to guide the end of the vaulting bar into the slot. Do not permit vaulting for height in the regular class.

GRADE 7: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

STARTS – BUNCH; (INDOOR)

ANALYSIS: On Marks Position

This start is used indoors without starting blocks on a board floor.

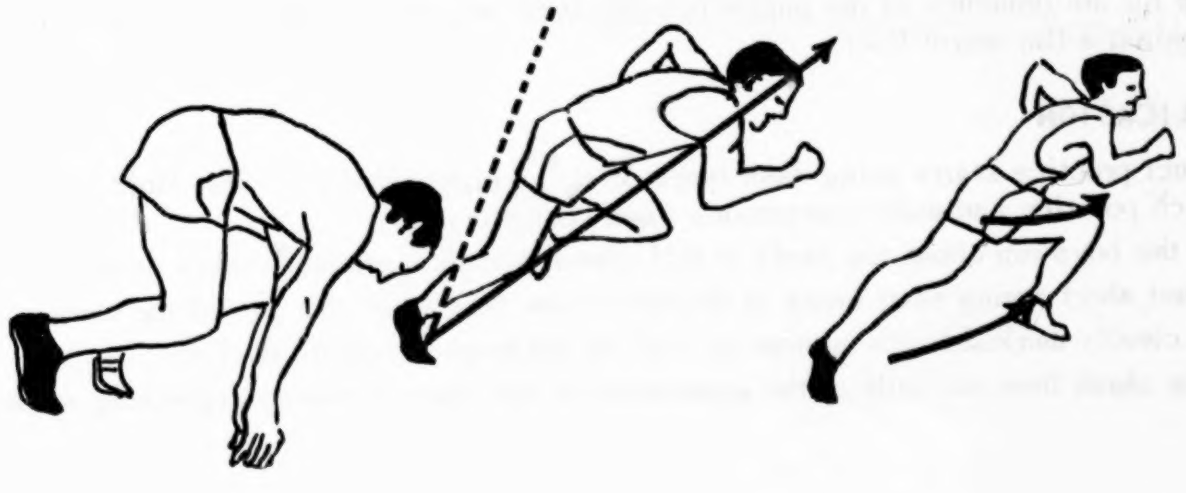
Right-handers start with the right foot back, and left foot forward so that right toe is on line with the instep of the left foot.

The back is straight and the head up.

Hands rest just behind the line on the tips of the fingers with the thumbs towards each other.

The right knee is just forward of the left toe about six inches behind the starting line.

INDOOR SPRINT START



The weight should be resting primarily on the right knee at this point.

Eyes should be fixed at a point on the ground about six feet ahead.

GET SET POSITION

The hips move upward to the same level of the head, and the back is straight and about parallel to the ground.

The eyes are fixed at a point three or four feet ahead on the ground.

Weight should now be evenly distributed between the arms and the legs.

There must be enough weight resting on the rear leg so that the runner can get good push off this leg at the start.

"GO" POSITION

Arms and legs operate in the following order:

a. Left arm out and up.
b. Right arm back.
c. Right leg drives forward about 30 inches.
d. Left leg forward about 36 inches.

All four of the above motions should follow each other within a half second or less.

There should be a vigorous pumping of the arms.

The body should be pulled to the erect position gradually in the first three or four strides.

Knees are brought high on every stride with the elbows at a 90° angle on both the foreswing and the backswing.

TEACHING CUES

Mass instruction from open or extended order can be used in demonstrating and practice of the form for the start.

Have pupils take each movement on a count by the teachers, with corrections and cues.

At the "go" signal pupils take three running steps forward and then run in place.

In practice pupils should run in clearly marked lanes.

Do not allow the use of spiked shoes in class drills and practice.

All pupils should wear well-fitted tennis shoes or gymnasium sneakers while participating.

Stress the digging action of the legs with short strides, and the pumping action of the arms to bring the body to the erect position.

Check position of the legs and arms in each of the positions at the start.

Watch for the tendency of the pupils to bring their rear foot too far back to prevent traction against a flat board floor.

APPLICATION

Conduct practice starts using dash lanes of six to eight boys at a time. Hold the group in each position and make corrections when necessary.

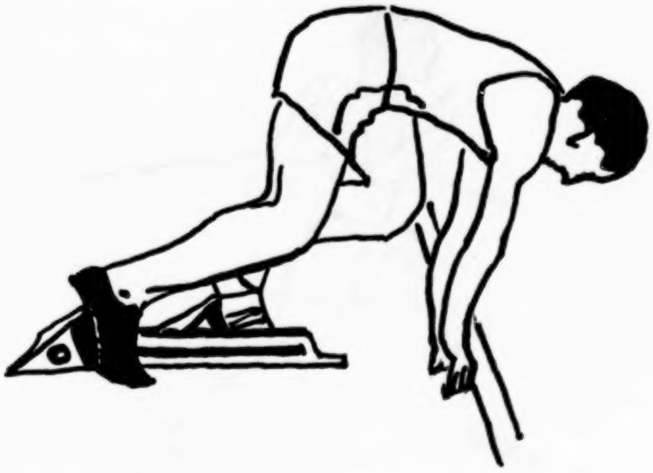
Have the boys run about ten yards at full speed, and then gradually slow down.

Conduct short spring start races to determine how fast a boy can get off the mark.

Have clearly marked lanes indoors as well as outdoors to control traffic.

Shuttle class from one side of the gymnasium to the other in conducting spring starts.

OUTDOOR SPRINT START



ANALYSIS

Same form to be used as in the indoor start. Indicate the chief difference is in the use of starting holes or blocks.

The rear foot is back slightly more than in the bunch start used indoors.

TEACHING CUES

Same as the indoor start.

APPLICATION

Same as the indoor start.

If a track is not available improvised starting blocks can be fixed to the floor, or a second pupil can sit on the floor behind the starter and by keeping his heels on the floor and toes up can have the starter use the buddies' feet as a form of starting blocks.

RUNNING FORM FOR SPRINTS

ANALYSIS

Full running form should include a step of about five to six and a half feet, depending upon the height of the runner.

The leg should strike the ground with the leg vertical from the knee down.

The body lean should be at about a 20-25° angle.

The legs should pump, piston fashion in a straight up and down motion without any wavering of the legs or of the body.

The sprinter should run right through the finish line without slowing down and then gradually come to a half about three or four yards beyond the finish.

The strides increase from short digging steps at the start until the full stride is attained.

TEACHING CUES & APPLICATION

After starts have been practiced, have the class run short races of about twenty to thirty yards to practice running form.

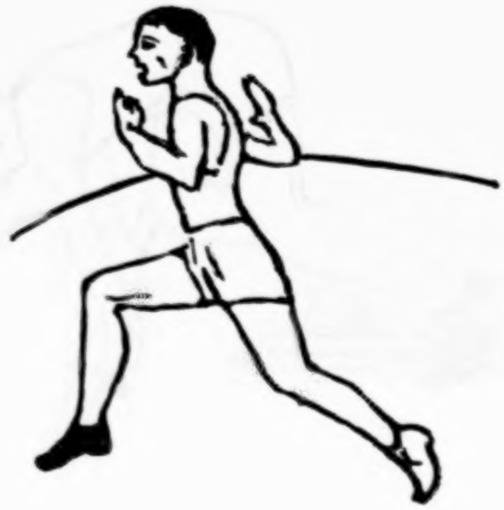
High knee action can be practiced in open, or extended order and can be used as a form of warmup while running in place.

The sprint should be gradually worked up to the full sprinting distance.

The sprint sessions can also be used in conjunction with the fifty-yard physical fitness test and the test can serve as a motivating force for the improvement of form.

THE SPRINTS; FINISH FORM

ANALYSIS



The runner who hits the tape with any part of the body first is declared the winner.

At the finish the chest should be thrust forward without breaking stride.

Avoid pulling the head out of line since this will throw the body out of line and tend to pull the chest back.

TEACHING CUES

Show illustrations of famous sprinters finishing their run.

Give corrections based upon observation of pupils in finishing sprint races.

SHUTTLE RELAY; SPRINT START; SHOULDER TAP

The event may be used to take care of large numbers in relay racing.

The pupil touches off his teammate by tapping him on the shoulder.

A pupil who starts without being tapped has his team disqualified.

Opportunity is provided for practice of the sprint start in this event.

TEACHING CUES & APPLICATION

Stress adherence to the rule that start is not made until the boy is tapped or touched.

Variations can include sprint start for all. The second boy to run takes his start position and runs after he is touched.

Clearance for the finish must be provided by having wide lanes and contestants remain in line until they are ready to run. It is advisable to have the files remain standing to avoid outthrust feet.

BROAD JUMP – STANDING

ANALYSIS

Pupil stands behind the starting line with feet comfortably spread apart swinging arms back and forward.

Knees are well bent, head up, and body leaning forward.

At the jump the arms are thrust vigorously forward, legs gathered underneath the body.

At the top of the leap forwards and upwards, the legs are thrust forward, the arms are thrust forward, and the body lean increased.

Takeoff is from the balls of the feet.

TEACHING CUES

This activity can be used in conjunction with physical fitness testing program.

It can be well motivated since broad jump is one of the test elements.

Body position, swinging of arms, and use of leg thrust can be taught from floor formation.

The rhythm and explosive spring of the jump should be stressed.

The body lean forward will prevent falling back and fouling.

APPLICATION

A series of broad jump areas can be marked out by using pressure sensitive tape.

Cumulative broad jump can be used as a leadup game.

Records and improvements should be noted.

Check on double jumping and sliding foot across the line before the jump.

Jumping areas should be laid out either parallel to the walls, or have the starting mark near the wall so that the pupil jumps away from the wall.

GRADE 8: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

BATON PASS; VISUAL TYPE

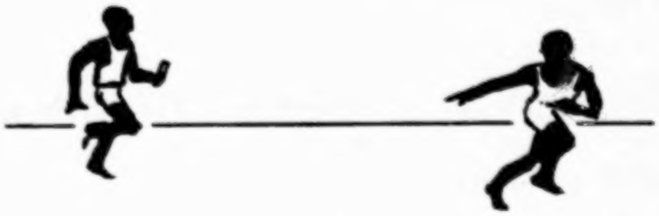


Fig. 1

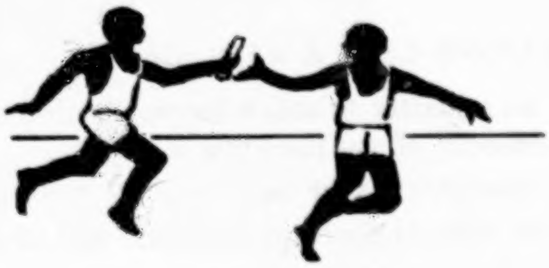


Fig. 2

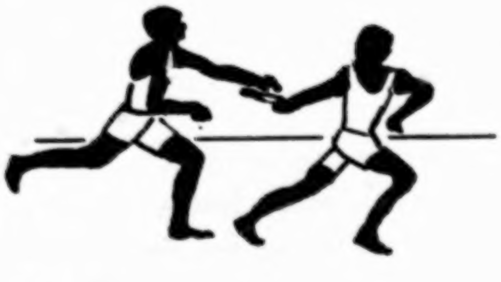


Fig. 3

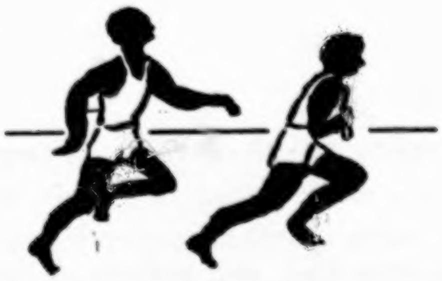


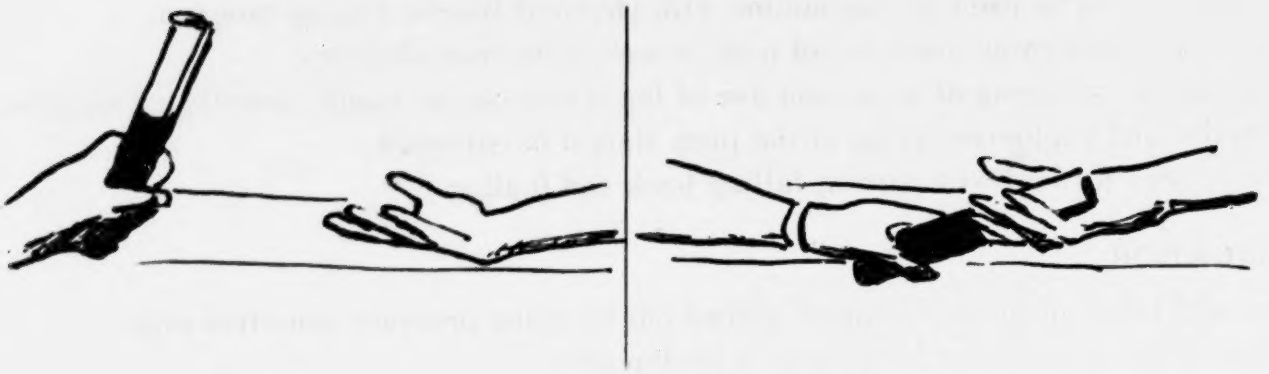
Fig. 4

ANALYSIS

Visual pass allows the receiver to look back and is a surer way of passing the baton.

The two runners should be about two yards apart. The passer gives with his left hand, and the receiver receives the baton with his right hand to ensure that the men will not collide.

CLOSE UP OF BATON PASS: VISUAL TYPE



Both passer and receiver should have arms extended to their fullest.

The burden of the pass is on the receiver. He should not start too soon, by waiting at the passing zone, wave to the incoming passer, then time his start.

The receiver's hand should be extended, palm up, fingers slightly spread as steady as possible.

As the receiver starts to run he peers over his right shoulder, upper body slightly sidewise.

The passer, with a firm grip on the back end of the baton, slaps the baton into the receiver's fingers. The receiver slips the baton out of the passer's hand firmly, turns, and puts on full speed, as the passer breaks stride.

TEACHING CUES & APPLICATION

Use mass drills to teach baton passing technique. Stick can be passed up a file, while all members of the files jog in place.

Use straightaway or dash lanes to conduct practice at reduced speeds.

Teach rules concerning passing, and zones to the class as a whole.

As a check, a good pass is performed when the passer's body does not reach or touch the receiver's body.

Mark off four passing zones around the periphery of the gym for use in passing drills.

Relay races can be run outdoors. A good culminating activity may include a relay carnival.

STEP AND LEAP

ANALYSIS

Take a starting position at the starting line with feet together, toeing the line.

One foot may either swing in the air, or be placed behind the starting line.

The pupil takes a swinging step forward, leaving from the foot toeing the mark, lands on the opposite foot, and without any pause continues with a second leap landing on both feet. The action must be continuous.

The first should be a jump, rather than a step.

Height is important for maximum distance.

TEACHING CUES

Rhythm of the jump can be taught in mass formation on floor spots.

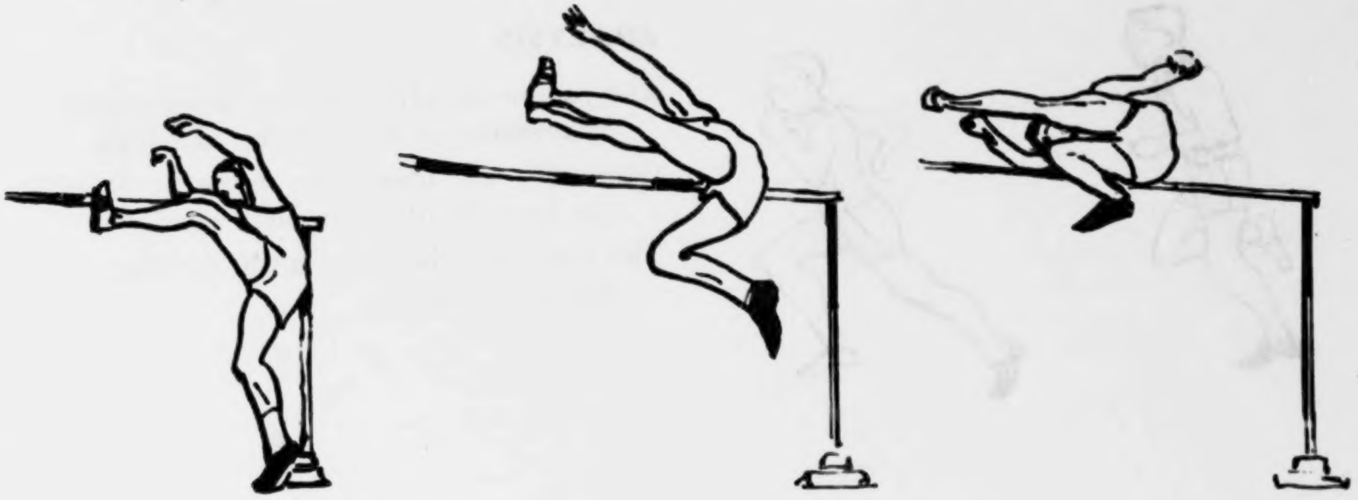
Emphasize gathering feet under body for maximum height and therefore distance.

Motivate by showing its relation to P.S.A.L. Badge Tests.

APPLICATION

See application in standing broad jump.

RUNNING HIGH JUMP; WESTERN ROLL (FOR RIGHT-FOOTED JUMPERS)



ANALYSIS

The jumper plants his left foot for the spring, body weight leaning backward.

The right foot is bent on the swing forward, but will straighten up on the vigorous kick-up.

Both arms should help on the takeoff by lifting up vigorously.

In planting the left foot, it should hit heel first, and as the right foot comes up, rocks forward onto the ball of the left foot. The left foot plant should be at right angles to the bar. This prevents the body from leaning into the bar. The right foot kick should be made at the standard on the left side and almost parallel to the bar.

The bar is cleared with the right foot with the left leg out under the bar, as the body is turned sidewards. The left leg is straightened out as it crosses the bar. In landing the body should hit with both hands and either foot.

TEACHING CUES & APPLICATION

Use mass drills to teach fundamentals of take-off and landing. Stress action of the kick-up of the lead leg.

With the bar at the two -foot height, run the class through the exercise from the right side to determine which leg is the natural lead leg.

Use chalk or gypsum to mark the take-off point approximately 30 inches in front of the bar and parallel to it. Also mark off 20-45 degree angles for the run.

Keep bar at a low height of two to three feet while teaching the form.

Keep the pit soft and dug up.

Have all jumpers from one side, before allowing jumpers to try skill from opposide side.

Use helpers to replace bar when it is knocked down.

Limit length of the approach at low heights.

Use more than one pit when available.

Have class practice "pop-ups" or jumping straight up with a two-step approach.

This is valuable practice for running broad jump as well.

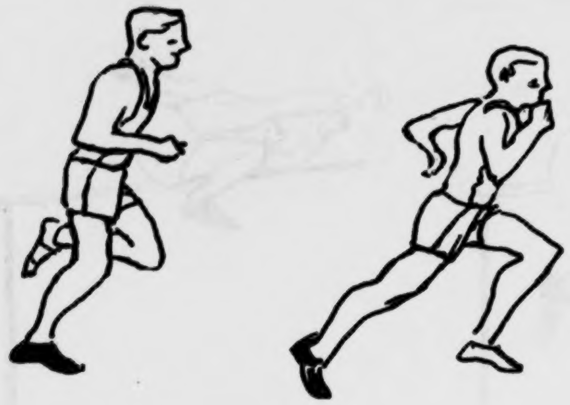
Check stretching of last stride so as to lean back and prepare lead leg for straight upward thrust.

Stress heel-toe action of foot.

See safety precautions for prevention of injuries.

GRADE 10: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

DISTANCE RUNNING



ANALYSIS

The runner should omit any unnecessary movements of arms, body, and legs.

Generally, the longer the race, the lower the knee is lifted on each stride.

The arms are also held lower in long distance running.

Pacing for each distance will depend upon experience and practice to set a timetable for the race.

In distance races, the body lean is about 15% and the head is carried high for best breathing efficiency.

In the American form for the stride, the ground is hit with an extended stride and more of a forward kick.

Through the middle part of the run, the stride is lengthened into what is known as "the float".

Middle distance runners have triple action in landing on the feet (unlike sprinters) with the ball of the foot, then the heel, and finally the toe.

TEACHING CUES & APPLICATION

At the Junior High School level, form and pace should be stressed.

The goal should be either three minutes, or a half mile of sustained running for Junior High School, and six minutes, or one mile for Senior High School.

Include running activities as part of the regular daily exercise period.

Frequent jogging and running, starting with short distances and gradually increase the speed, and the distance run, will help in running development.

Controlled running with alternate running, jogging, and walking should be used until endurance has been developed.

Distance running may be alternated with other conditioning activities.

Observation of style of champions can be achieved through the use of a track bulletin board, and demonstrations by varsity team members.

RUNNING BROAD JUMP

ANALYSIS

To assure proper takeoff using a sixteen stride approach, jumper measures his second, eighth, and sixteenth stride figuring about five to five and a half feet per stride.

The running stride used in broad jump is the same as in sprinting with knees brought up high and arms pumping vigorously.

To insure proper takeoff, body should be practically erect when takeoff foot hits the board, which gives reason for shorter strides just before hitting the takeoff board.

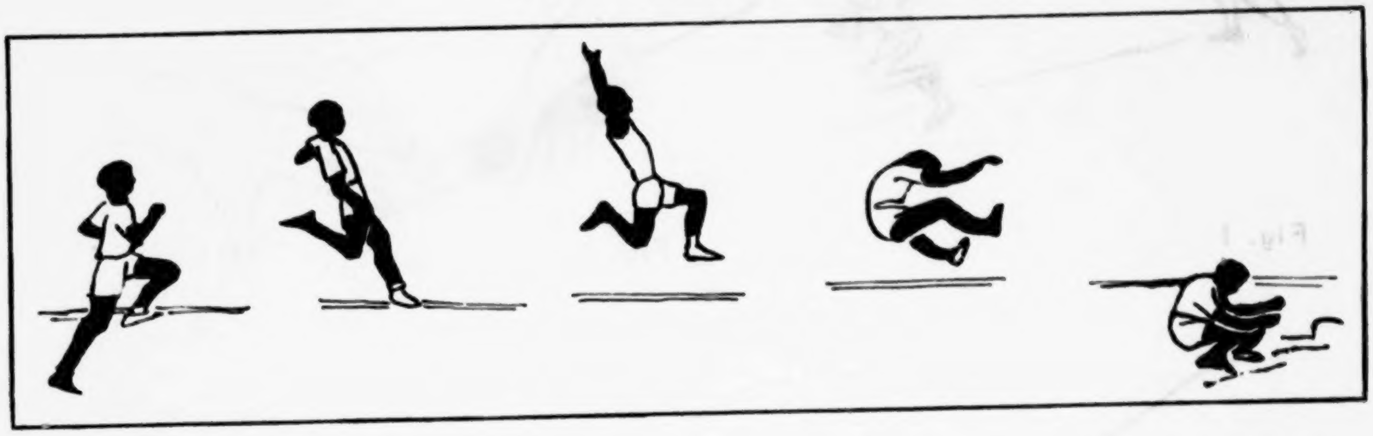
The left foot drives the body off the ground as the right knee lifts high to carry the body into the air. Arms and head swing upwards to help the lifting movement.

In landing the back is erect, the head and arms are leaning forward.

While in the air the jumper may use either the "hitch kick" or the extreme extension of the legs. Both have the same purpose of keeping the body in the air as long as possible.

At the moment of landing the body is swung vigorously forward to maintain balance and prevent falling backwards.

RUNNING BROAD JUMP



TEACHING CUES & APPLICATION

The emphasis should be upon gaining height, and a forty-five degree angle is best at the takeoff.

Have pupils jog in order to practice leaving the ground on one foot and gaining height.

Gradually increase the speed and distance for the takeoff until maximum speed and distance is achieved.

Use two pits wherever possible to get more pupil activity.

No more than three or four maximum jumps should be allowed per period for a student.

To help pupils gain height a string loosely stretched across the pit can serve as an aid.

Use related jumping activities such as hop, step and leap, or high jumping as conditioners.

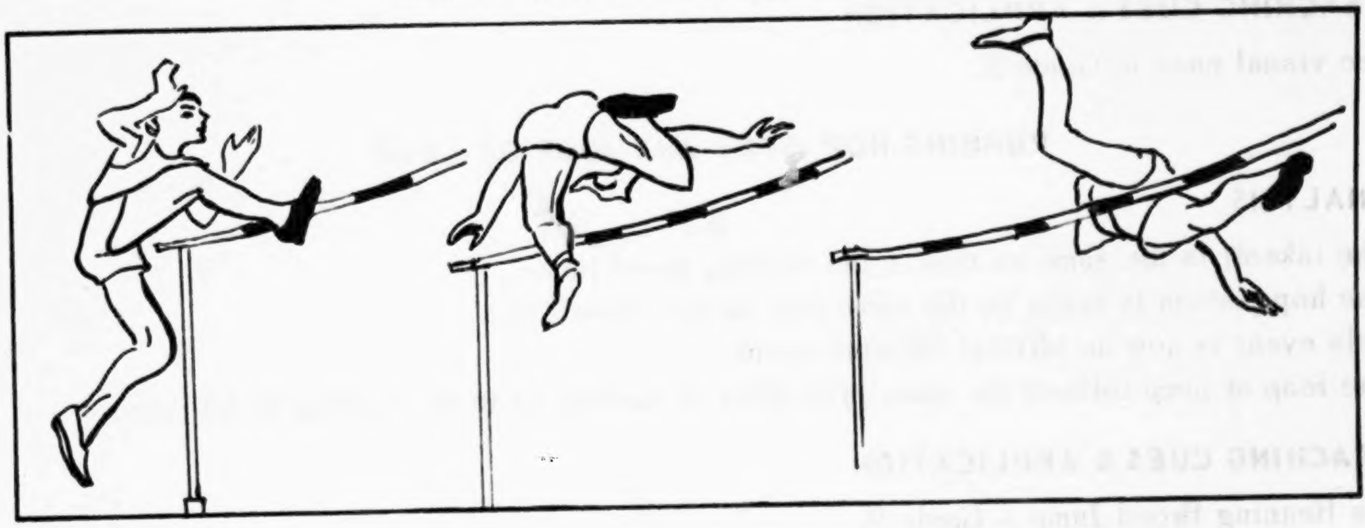
Measure jumps only after the skill has been mastered. To save time, measure foul jumps from the point of the foul.

Emphasize heel and toe action at the takeoff.

In preliminary practice have pupils run through the jump to get the striding technique.

GRADE 9 (See High Jump Grade 8)

HIGH JUMP; THE STRADDLE ROLL



GRADE 10

NON-VISUAL BATON PASS (BLIND PASS)

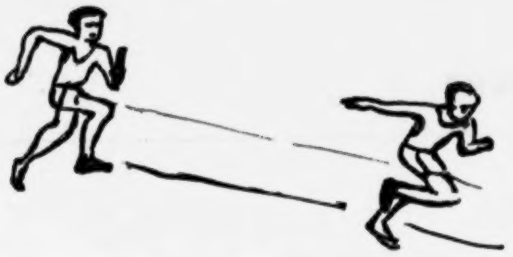


Fig. 1

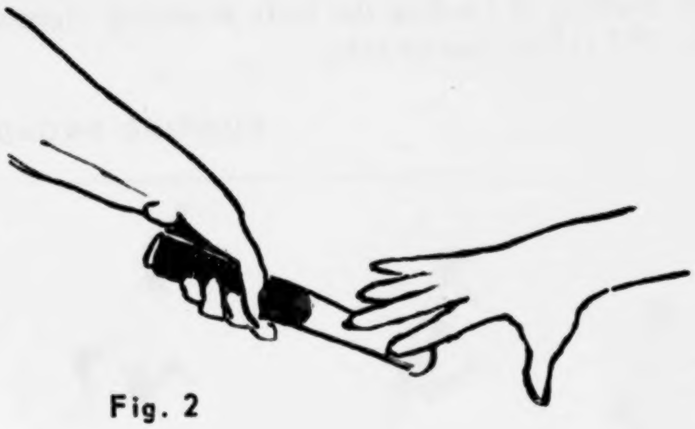


Fig. 2

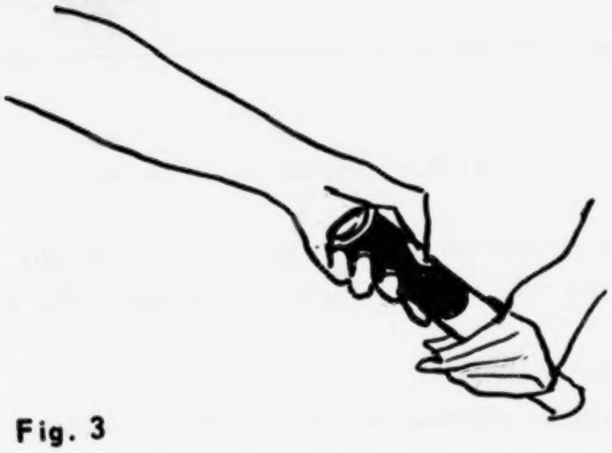


Fig. 3

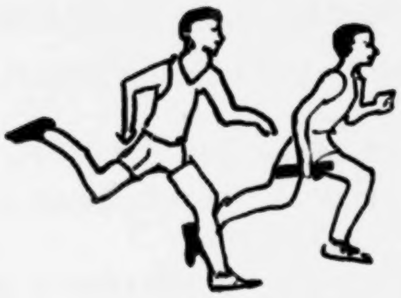


Fig. 4

ANALYSIS

Used mainly in sprint relays.

Receiver times his start so that pass can be made in the passing zone.

Right arm is dropped straight back, palm down, fingers together forming a "V" with the thumb.

The passer grips the baton tight at the end and guides the baton into the target with force.

The receiver pulls the baton from the passer and starts off.

TEACHING CUES & APPLICATION

See visual pass in Grade 8.

RUNNING HOP, STEP AND JUMP OR LEAP

ANALYSIS

The takeoff is the same as that in the running broad jump.

The hop portion is taken on the same foot as the takeoff foot.

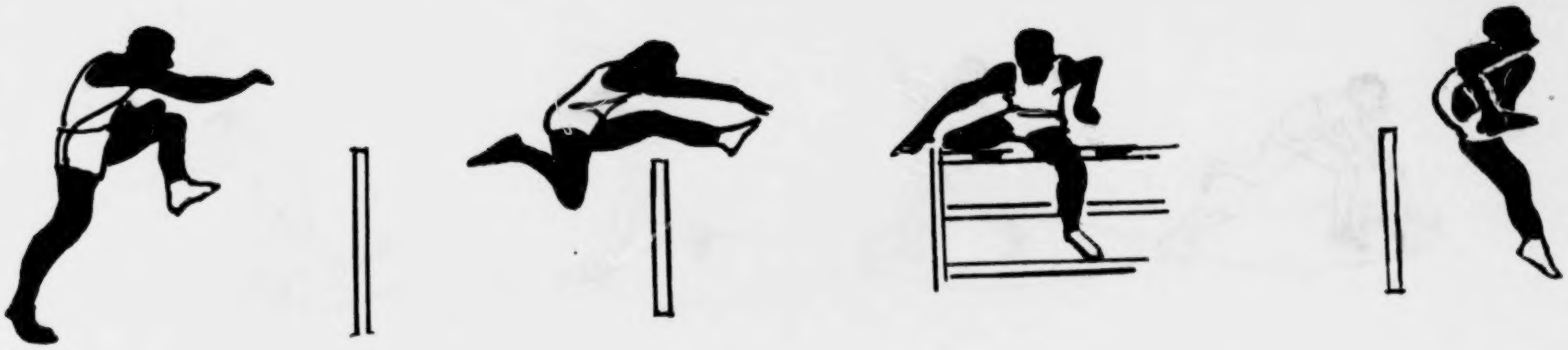
This event is now an official Olympic event.

The leap or jump follows the same principles of landing as in the running broad jump.

TEACHING CUES & APPLICATION

See Running Broad Jump – Grade 9.

THE HURDLES



ANALYSIS

Take off well in front of the hurdle at a distance of about 5 to 6 feet.

The hurdler should kick up the leading leg, with a slightly bent knee and land in the running position.

The trailing or dead leg is pumped to the outside about hip height with the knee bent and the foot trailing. The instep is parallel to the ground.

The rear leg then comes through, levels off and stretches out for a full power stride.

The contact after clearing the hurdle is made on the ball of the foot of the lead leg.

In the low hurdles the hurdler should run over the hurdle with unbroken rhythm at top running speed as if the barrier wasn't there at all.

The number of steps between low hurdles may vary from seven to nine steps.

TEACHING CUES & APPLICATION

Use spring type of start and approach to reach the hurdle on the proper takeoff.

Use high jump standards and crossbar at about one to two feet to teach pupils the idea of stepping over the hurdle.

For larger numbers, a string, or crossbar may be used between two widely spaced hurdles.

The string should be so arranged to pull loose so as not to trip the runner.

Practice should be conducted in clearing only one hurdle.

To permit a runner to get the feel of running high hurdles (3 feet 6 inches) place low hurdles ten yards apart with fifteen yards at the start and at the finish from the hurdle.

Have pupils first walk through the hurdling movement on the side of the hurdle. Extend lead leg on the outside and snap rear leg over the hurdle with toes turned outward.

Do not permit pupils to run more than five hurdles. Hurdles should never be placed on concrete or black top.

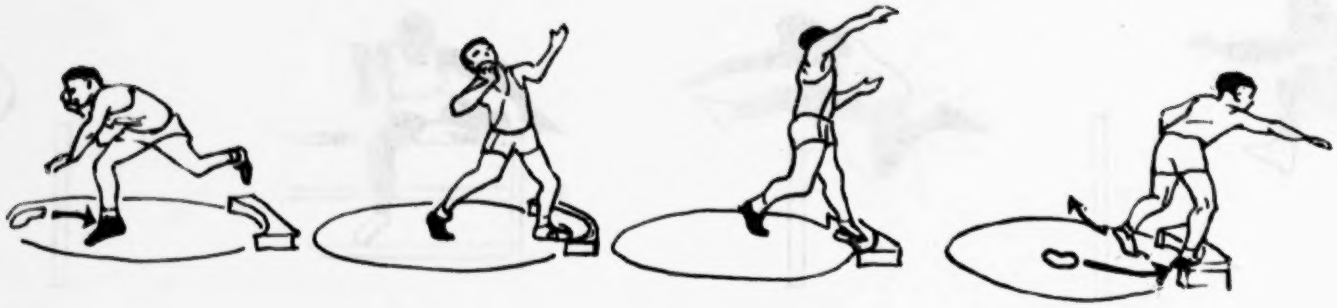
GRADE 12

RACING STRATEGY

ANALYSIS

See bibliography for advanced skills.

THE SHOT PUT



ANALYSIS

The shot is held comfortably with the fingers well spread so that it rests in the upper part of the hand. No part should rest on the palm, and should be no lower than the ridge which separates palm and fingers.

The shot is tucked against the side of the neck, and does not touch the chin.

The right arm is well out from the side and the left arm is extended either horizontally, or vertically for balance.

After being perfectly balanced in the erect position, rising on toes, the putter goes into a crouch leaning slightly forward and facing directly towards the back of the circle.

The body is doubled up in the crouch so that the right side of the chest lies on the right thigh. Left arm and leg are extended for balance.

The right elbow is dropped so that the upper right arm is vertical, and the right foot is fully planted.

From the crouch a low hop is taken, the heel of the foot barely leaving the ground, the left arm is dropped toward the side and the left leg still extended leads the way across the circle. The hop should be gauged so that the left leg will not touch the toeboard.

As the hop is completed the left leg swings around and down to ground and the body makes a swift half-turn bringing the punching power of the thrust up from the ground. The elbow drives upward right through the hand and the shot leaves the fingers when the arm is fully extended. The best angle is a 45° of flight.

The putter follows through with the left leg swinging back and the right coming up to the board. The left arm completes its swing backward for balance.

The final put is an explosive one with complete follow through.

TEACHING CUES & APPLICATION

This activity requires close supervision because of the inherent danger involved. See Safety Precautions for extended treatment.

Six and eight pound shots are suggested for beginners, then working up to ten and twelve-pound shots.

Weight training is a good conditioner for the shot put.

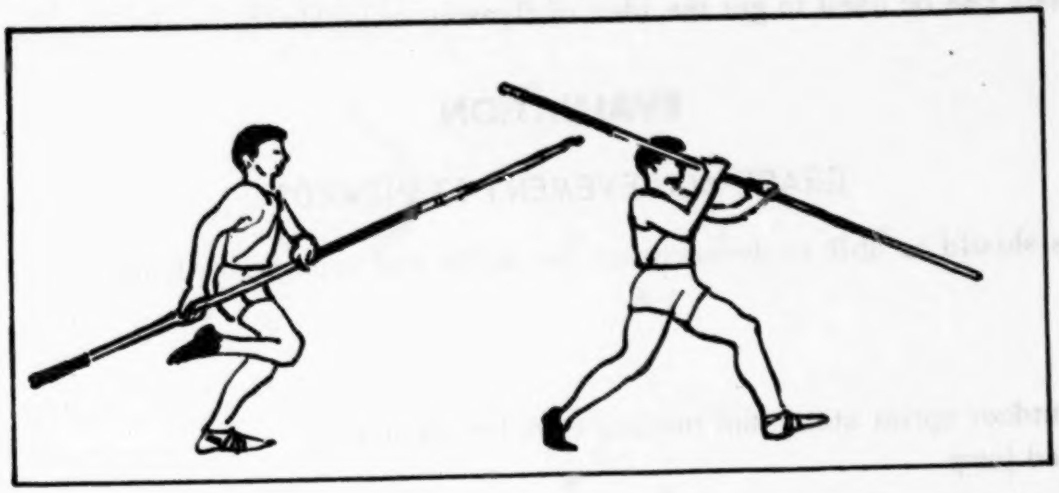
Fundamentals should be thoroughly covered before any actual putting is done.

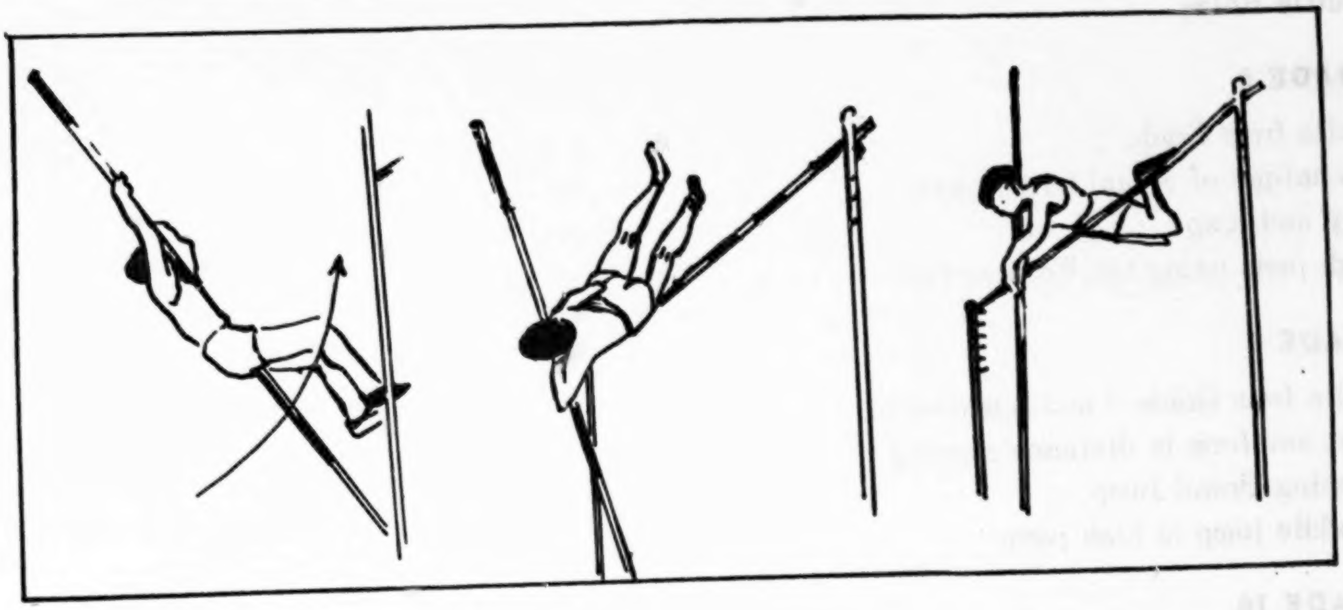
Use mass drills without the shot. Stress the pushing motion rather than throwing.

Use soft-softballs for form practice indoors.

Allow only a small group at a time to practice with the shot outdoors, making sure that the area used is apprepriately guarded, and roped-off, away from other activities.

GRADES 10 AND 12: POLE VAULT





ANALYSIS

This is listed as an optional activity. It is suggested only for the more advanced students.

The activity requires considerable strength and skill with personalized, detailed instruction.

Pupils hold pole with hands slightly apart at the shoulder level.

Takeoff is attempted with the left foot raising the knees upward and riding the pole into the pit.

The right leg swings past the left to lead the body on its upward journey.

See detailed analysis in bibliography.

TEACHING CUES & APPLICATION

Present instruction to small groups only.

Personal supervision must be given to this activity.

Begin vaulting without the use of the cross bar. Stand by the box and guide the pole in a straight line as the boy rides into the pit.

After the preliminary instruction, add a short easy run to instill confidence.

Set the cross bar at a low height as a test in clearing an obstacle.

Add the body turn and release of the pole.

In clearing either use jackknife or flyaway type of clearance.

Stress form and body control at moderate heights in the physical education class. Climbing ropes can be used to get the idea of flyaway or jackknife in clearing the bar.

EVALUATION

GRADE ACHIEVEMENT STANDARDS

Pupils should be able to demonstrate the skills and appropriate knowledge as indicated:

GRADE 7

Indoor and outdoor sprint start, and running form for sprints.
Standing broad jump
Shuttle Relay

GRADE 8

Skills from Grade 7
Technique of visual baton pass
Step and leap
High jump using the Western Roll

GRADE 9

Skills from Grade 7 and 8 reviewed
Start and form in distance running
Running Broad Jump
Straddle jump in high jump

GRADE 10

Junior High School skills reviewed and practiced
Non-visual type of baton pass
Running hop, step, and jump
Running the hurdles

GRADE 12

All skills reviewed and practiced from previous grades
Pace and strategy in distance running
Advanced skills in broad jump, high jump, and hurdle
Technique in the Shot Put
Pole Vault as an optional activity for more advanced pupils

SUGGESTED SKILL TESTS

1. Fifty Yard Dash
   (See P.C.Y.F. Booklet for standards)
2. Six Hundred Yard Walk-Run
   (See P.C.Y.F. Booklet for standards)
3. Standing broad Jump
   (See P.C.Y.F. Booklet for standards)

4. Running Broad Jump
(Standards to be developed)
5. Running High Jump
(Standards to be developed)
6. Shot Put (Twelve Pound Shot for Senior High School; Ten Pounds for Junior H.S.)
(Standards to be developed)
7. Sixty Yard Low Hurdles
(Standards to be developed)

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AUDIO-VISUAL AIDS
(See Appended list of approved aids which are available on the New York City list.)

CHAPTER VIII

CONDITIONING AND PHYSICAL FITNESS

"Physical fitness is a basic objective of physical education. It is essential that all students learn to attain and appreciate a high level of physical development so that foundation skills of sports and other activities are engaged in with confidence and pleasure. Success comes when the pupil chooses to participate in school sports programs; when the pupil, and later the adult, participates in vigorous recreational activities. Each individual should learn to enjoy taking part in vigorous exercise appropriate to age and general ability." (1)

The technological development of our society has resulted in greatly reduced muscular effort in our daily lives. As a result, our young people are lacking in muscular strength, speed, agility, coordination, and ability to sustain maximum effort. Physical education has the main responsibility of contributing directly to improved fitness of youth. We can accurately measure improvement in strength, coordination, and endurance. Thus physical fitness activities should be a constant and the outcomes should be apparent, at all levels of schooling.

However, fitness is more than endurance, agility, or muscular strength. It must be accompanied by sound mental attitudes, emotional stability, and good organic health. Such a combination can result in total fitness rather than physical fitness alone. Total fitness then can be seen as a major objective of education, to which physical education contributes.

This chapter provides guides in all areas concerned with body building and conditioning. Organization of the program, teaching cues, class management and methodology have been provided to help teachers in the expanded program.

BASIC PRINCIPLES FOR EFFECTIVE PHYSICAL FITNESS PROGRAMS

1. Programs to improve physical fitness must provide vigorous activities that will develop the physique, increase efficiency of the cardio-vascular system, and contribute to the development of physical skills.
2. Progressive resistive exercises involving increased work loads for longer periods increase the level of fitness.
3. Endurance develops in proportion to the total work done over a period of time.
4. Strength is increased through activities requiring more than 50 percent of the total strength capacity.
5. Organic efficiency is improved where rhythmical muscular activity is continued over long, unbroken periods.
6. Physical fitness is directly proportional to levels of strength, power and endurance achieved.
7. The school physical education program should include a core of developmental and conditioning activities, appropriate to each grade level. These activities should be carefully identified and stressed in progressive order.

(1) President's Council on Youth Fitness, Page 5.

1. SCOPE AND SEQUENCE OF SUBJECT MATTER (Grade Placement of Skills)

CODE:

B – Basic skills to be taught in the grade. (Minimum essential)

R – Review of basic skills

O – Optional skills, to be taught if time permits, or, if class progress permits.

ADV. – Advanced skills, to be taught after basic skills have been mastered.

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	**7**	**8**	**9**	**10**	**11**	**12**
CALISTHENICS AND FREE EXERCISES						
DAILY BASIC EXERCISES						
Pushups	B	B	B	B	B	B
Squat Thrust (Burpee)	B	B	B	B	B	B
Leg Lift	B	B	B	B	B	B
Lying Toe Touch	B	B	B	B	B	B
Cross Toe Touch	B	B	B	B	B	B
Sit ups	B	B	B	B	B	B
Back Lift	B	B	B	B	B	B
Balance Squat	B	B	B	B	B	B
Reclining Pullups	B	B	B	B	B	B
Spread Eagle Jump (Jumping Jacks)	B	B	B	B	B	B
Running in Place	B	B	B	B	B	B
Walking, Marching (Quick cadence)	B	B	B	B	B	B
OPTIONAL CONDITIONING EXERCISES (Suggested by Youth Physical Fitness Parts One and Two of the President's Council on Youth Fitness)						
EXERCISES FOR ARM AND SHOULDER STRENGTH						
Wringer Stretcher	O	O	O	O	O	O
Sawing Wood	O	O	O	O	O	O
Pushups (See Above)	B	B	B	B	B	B
Reclining Pullups (See Above)	B	B	B	B	B	B
Biceps Builder	O	O	O	O	O	O
Chest Builder	O	O	O	O	O	O
EXERCISES FOR DEVELOPING FLEXIBILITY						
Bear Hug	O	O	O	O	O	O
Side Flex	O	O	O	O	O	O
One Foot Balance	O	O	O	O	O	O
Pull Stretcher	O	O	O	O	O	O
Squat Thrust (See Above)	B	B	B	B	B	B
EXERCISES TO DEVELOP STRENGTH OF ABDOMINAL AND TRUNK MUSCLES						
Knee Raise; Single and Double	O	O	O	O	O	O
Head Raiser	O	O	O	O	O	O
Leg Extension	O	O	O	O	O	O
Head and Shoulder Curl	O	O	O	O	O	O

SCOPE AND SEQUENCE, Continued

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
EXERCISES FOR DEVELOPING AGILITY						
Running in Place (Tortoise and Hare) (See page 176.)	B	B	B	B	B	B
Jump and Reach	O	O	O	O	O	O
Kangaroo Hop	O	O	O	O	O	O
Blast Off	O	O	O	O	O	O
The Sprinter	O	O	O	O	O	O
The Coordinator	O	O	O	O	O	O
CALISTHENICS AND FREE EXERCISES						
OPTIONAL CALISTHENICS SERIES (Suggested by New York City Resource Bulletin on Conditioning and Body Mechanics)						
Series I.						
Jumping Jack	O	O	O	O	O	O
Back Stretcher	O	O	O	O	O	O
Roundhouse Punching	O	O	O	O	O	O
Arm Flinging	O	O	O	O	O	O
Toe Touching	O	O	O	O	O	O
Facing, Marching, Walking	O	O	O	O	O	O
OPTIONAL CALISTHENICS SERIES (Suggested By Resource Bulletin on Conditioning and Body Mechanics)						
Series II.						
Rising on Toes, Deep knee bending	O	O	O	O	O	O
Hamstring stretcher, head circling	O	O	O	O	O	O
Side bender	O	O	O	O	O	O
Chinner	O	O	O	O	O	O
Rowing exercises	O	O	O	O	O	O
Facing, marching, walking	O	O	O	O	O	O
Series III.						
Reaching; leg extension sideways	O	O	O	O	O	O
Bridger	O	O	O	O	O	O
Side bender	O	O	O	O	O	O
Leg pull against the chest	O	O	O	O	O	O
Squat thrust	O	O	O	O	O	O
Running, skipping	O	O	O	O	O	O
Series IV.						
High skipping; fold and unfold	O	O	O	O	O	O
Praying exercise	O	O	O	O	O	O
Sit-downer variation	O	O	O	O	O	O
Push up	O	O	O	O	O	O
Hopping, jumping	O	O	O	O	O	O

SCOPE AND SEQUENCE, Continued

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
WEIGHT TRAINING						
KNOWLEDGE						
Orientation to use of equipment	B	B	R	R	R	R
Equipment and its care	B	B	R	R	R	R
Regulations for use of equipment	B	B	R	R	R	R
Training suggestions	B	B	B	B	B	B
Safety precautions	B	B	B	B	B	B
SKILLS (*NOTE – Progression and maximum effort can be achieved by gradual increase in weight, and increase in the number of repetitions.)						
Standing Press			O	O	O	O
Standing Curls			O	O	O	O
Bent Rowing			O	O	O	O
Squat (with bench)			O	O	O	O
Stiff-legged Dead Lift			O	O	O	O
Supine Press			O	O	O	O
TEST OF IMPROVEMENT			O	O	O	O
TEST OF ACHIEVEMENT			O	O	O	O
PHYSICAL FITNESS TESTING						
SCREENING TEST (President's Council on Youth Fitness)						
Pullups	B	B	B	B	B	B
Situps	B	B	B	B	B	B
Squat Thrust (Burpee)	B	B	B	B	B	B
PHYSICAL FITNESS TESTS (President's Council on Youth Fitness)						
Pullups	B	B	B	B	B	B
Situps	B	B	B	B	B	B
Shuttle Run	B	B	B	B	B	B
Standing Broad Jump	B	B	B	B	B	B
Fifty Yard Dash	B	B	B	B	B	B
Softball Throw For Distance	B	B	B	B	B	B
600 Yard Run-Walk	B	B	B	B	B	B
P.S.A.L. BADGE TEST						
Fifteen Second Basketball Goals	O	O	O	O	O	O
Potato Race	O	O	O	O	O	O
Step And Leap	O	O	O	O	O	O
Rope Climb	O	O	O	O	O	O
NEW YORK STATE PHYSICAL FITNESS TEST	O	O	O	O	O	O
MARINE CORPS PHYSICAL FITNESS TEST	O	O	O	O	O	O
CIRCUIT TRAINING	O	O	O	O	O	O

SCOPE AND SEQUENCE, Continued

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
SELF-TESTING OBSTACLE COURSE						
Low fence vault	O	O	O	O	O	O
High fence vault	O	O	O	O	O	O
Rope climb	O	O	O	O	O	O
Stream jumping	O	O	O	O	O	O
Rope mount to "elephant"	O	O	O	O	O	O
Weave under horses	O	O	O	O	O	O
Inclined parallel climb	O	O	O	O	O	O
Platform climb, jump, and forward roll	O	O	O	O	O	O
Elephant vault	O	O	O	O	O	O
Seal crawl	O	O	O	O	O	O
OTHER PHYSICAL CONDITIONERS						
Isometric exercises	O	O	O	O	O	O
Rope skipping, jumping	O	O	O	O	O	O
Bag striking	O	O	O	O	O	O
Football grass drills	O	O	O	O	O	O
Dual resistive exercises	O	O	O	O	O	O
STANDARDIZED ACHIEVEMENT TESTS	B	B	B	B	B	B
DEVELOPMENTAL EXERCISES FOR UNDER ACHIEVERS	B	B	B	B	B	B

8. The school health education program provides knowledge and understanding based upon scientific facts and principles in order to develop desirable health attitudes and behavior for the promotion of physical fitness.

OBJECTIVES

To develop and improve muscle strength and power

To develop and improve muscular endurance and stamina, through increasingly greater sustained activity

To develop and improve cardio-vascular efficiency

To develop body control, muscular coordination, flexibility

To develop and maintain grace, body symmetry, balance, and posture

To learn exercises and activity for use in maintaining physical fitness in later life

To learn and enjoy relaxation and release of muscle tension through vigorous physical activity

To give students self-confidence as a result of personal fitness

To inculcate personal skills for accident prevention

CALISTHENICS AND CONDITIONING EXERCISES

APPROACH AND MOTIVATION

Provision should be made for daily basic exercises suggested below.

These exercises should be taught early in the school year so that time can be saved by having the class go through the learned series at the command of the teacher.

The optional exercises which are selected by the teacher should, where possible, be related to the activity that may comprise the major part of the lesson.

The conditioning phase of the lesson should progressively increase in difficulty and intensity.

Avoidance of extreme fatigue, or extreme strain of muscle groups should be checked by the teacher.

The exercises should be stimulating, and basically developmental in nature.

There should be a balance in the selection of exercises between flexions and extensions of bodily movement.

Running, either in place, around the periphery of the gymnasium, or around an outdoor track should be a daily procedure, with distances gradually increasing as a preparation for the fitness testing phase of the activity.

Class improvement in resistance to fatigue should be checked and noted.

Squad competition, individual grades for improvement, and pupil leadership are suggested devices for maintaining interest.

Cues and corrections for exact performance should be frequently offered by the teacher.

Some of the exercises which are included are part of the fitness tests, and reference should be make to the preparation for these tests through the practice of these exercises.

Provision should be made for those who are below normal and who need more intensive work, through individualized prescriptive exercises.

Students should be encouraged to practice learned series of exercises at home for improved performance.

CLASS ORGANIZATION AND MANAGEMENT

Most of the exercises and calisthenics lend themselves to practice from floor or spot formation with the teacher on the platform.

In the platoon system, each teacher of a platoon may give exercises directly related to the activity to follow.

Provision should be made for additional exercises to be given for the physically underdeveloped.

A remedial program for physically underdeveloped should be instituted. This group should be encouraged to continue the exercises at home.

The learned series of exercises may be given to the class on mimeographed sheets as part of their class requirement.

Floor spots should be assigned to provide sufficient space for extensive movement.

The class may be faced half right and left to prevent pupils from hitting each other in broad extensive movements.

TEACHING SUGGESTIONS

Explanation and analysis of exercises should be clear, simple, and direct, and should result in exact performance of the exercise.

The rhythm should be set by the teacher before starting the exercise. It is suggested that the teacher perform the exercise while at the same time setting the rhythm to prevent too fast or too slow a rhythm. Demonstrating the exercise sets a model of performance to be imitated by the class.

Make sure that the series of exercises selected include exercise for all of the important muscle groups. The teacher should point out muscle groups being used prior to the start of the exercise.

Gradation should be provided so that the class starts with simple movements and then proceeds to more involved and complex movements.

To get students to see themselves as others see them candid movie shots or mirrors can be used.

There should be evidence of improvement, and constant encouragement by the teacher.

The extensions as well as flexions should be held momentarily to make sure that the full extension is made.

The count may be varied by having the class, early in the year, perform the exercise to response commands (by the numbers).

The teacner can have the class count as they perform the exercise as a form of variation. Another variation is to have a leader perform the exercise from the platform while the teacher moves around on the gym floor and makes corrections.

At the conclusion of the exercise period it is suggested that some form of "tapering off" be provided to reduce the speed, intensity, and rhythm of the exercise period.

One exercise should flow or blend into another, with the elimination, where possible of static movement, and the encouragement of natural continuous body movement.

The number of repetitions should be gradually increased and pauses between exercises should be gradually decreased.

In addition to the direct relationship of the exercise to the activity to follow, emphasize vigor, unison, and rhythm.

SAFETY PRECAUTIONS

Pupils should be taught to prepare the body gradually for strenuous activity and effort.

All apparatus and mats should be cleared from the floor.

Students who are medically restricted should not be permitted to participate.

All participants should be appropriately dressed for exercise in well fitted gymnasium costume usually consisting of shorts and shirt, with usable, well-fitted sneakers.

Carelessness and recklessness should be anticipated and prevented.

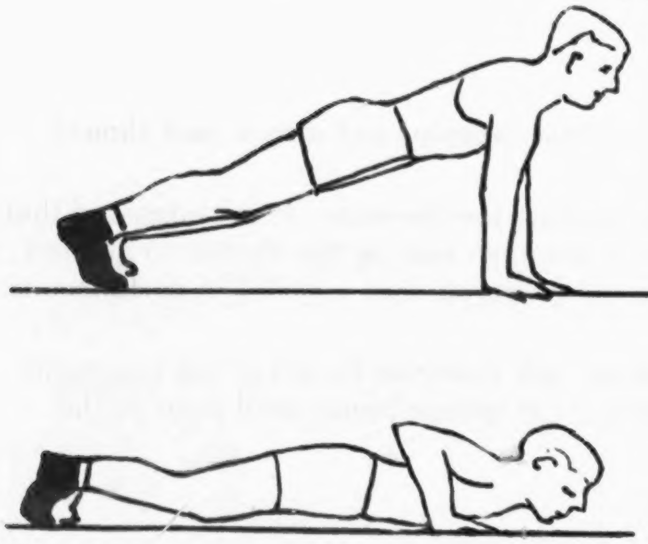
Pupils should be discouraged from wearing jewelry while participating in exercise.

It is advisable to assign floor spots of sufficient area to provide for maximum movement without contacting other pupils. A simple way of providing this is to have the class take arms distance apart, front and rear, and then have the class face half right or left. Permanent exercise spots can be assigned.

Progression and gradation of exercises according to severity and intensity will prevent undue muscle strain.

DAILY BASIC CALISTHENIC EXERCISES (Required in All Grades)

PUSHUPS



ANALYSIS

Starting position: weight is upon the hands and toes. The hands are placed on the floor, shoulder width apart. Legs are extended backward. There should be a straight line from the back of the head to the heels.

Bend the elbows, bringing the chest close to the floor without touching it.

Extend the elbows, raising the body to the starting position.

TEACHING CUES

Maintain the extended position with the head up, and back slightly arched.

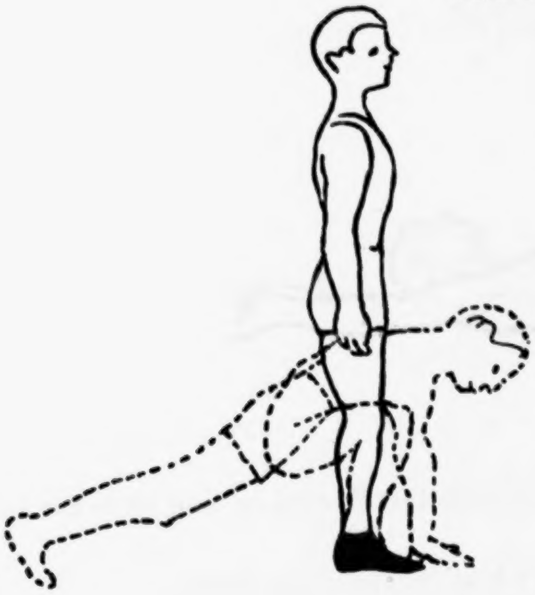
For physically underdeveloped, have them start with the knees on the floor. Bend knees and raise feet off the floor. Gradually extend to full position.

Stress that the abdomen is not to sag.

Gradually build up the number of required pushups during the term.

Keep pupil records of improvement in the number performed.

SQUAT THRUST (BURPEE)



ANALYSIS

Starting position: pupil stands at attention.

Bend knees and place hands on the floor in front of the feet. Arms may be between, outside, or in front of the knees.

Thrust the legs back far enough so that the body is perfectly straight from the shoulders to the heels (the push-up position).

Return to the squat position.

Return to the erect position.

TEACHING CUES

Stress straight line of the back.

Stress coming to complete erect position.

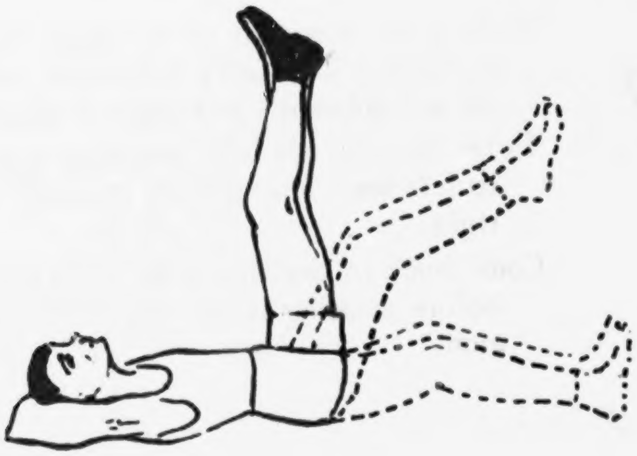
This exercise is part of the screening test for physical fitness.

Start with five second time, and then increase to ten, fifteen, etc. to a maximum of thirty seconds.

From ages 10-17 the passing mark is four squat thrusts in ten seconds.

Regular daily practice should be encouraged.

THE LEG LIFT



ANALYSIS

Starting position: pupils lie on their backs with legs extended and together. Place the hands behind the head.

Raise the legs towards the ceiling to the "L" position. Hold.

Gradually lower the legs in four counts, working against gravity, to the floor.

TEACHING CUES

Caution pupils to breathe easily while performing this exercise.

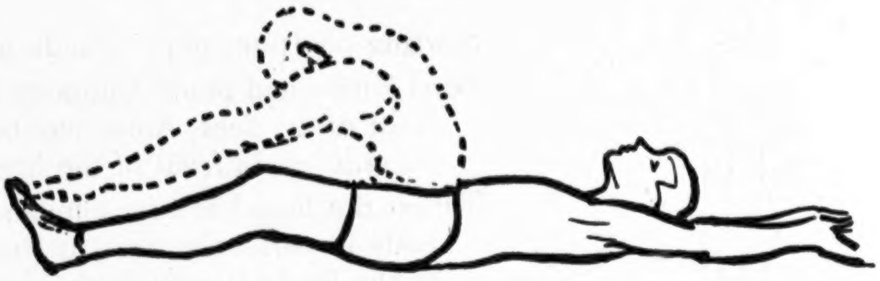
Raise the legs quickly in one count.

Give four slow counts while lowering the legs.

As an alternate exercise, at the count of "three" have the class bring legs apart and together four times before bringing legs to the floor.

Gradually build up the number of repetitions of this exercise.

LIVING TOE TOUCH



ANALYSIS

Starting position: pupil lies on his back with arms extended overhead in line with the body, the thumbs crossed and held together.

Raise the body in two counts, keeping arms pressed close against the head.

Touch toes with the fingers.

Return to the starting position.

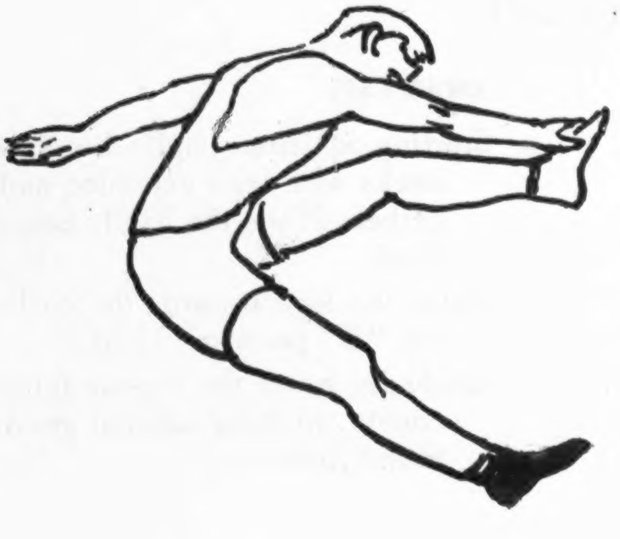
TEACHING CUES

Stress keeping the head between the arms.

As a variation, after touching toes, the hands can be brought to the shoulders as in rowing, several times, and then return to the starting position.

This exercise is a preparation for the situps which are part of the physical fitness test.

CROSS TOE TOUCH



ANALYSIS

Starting position: sit on the floor, legs extended diagonally sideways, arms raised sideways to height of shoulders.

Twist trunk to the left, touching right arm to left toe. Alternate by twisting to the right.

Come back to position after each twist before starting in the opposite direction.

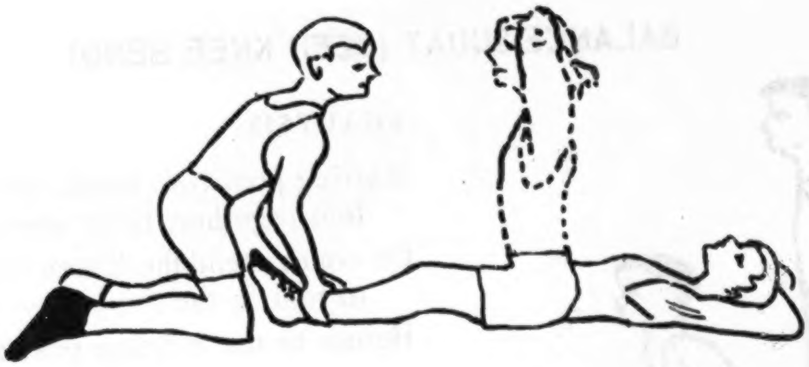
TEACHING CUES

Body should be bent downward in attempting to touch the toe.

Variations may include starting with arms behind head and touching opposite elbow to the opposite knee.

Stress trying to bring chin down to the thighs. Keep arms extended.

SITUPS



ANALYSIS

Starting position: pupil lies on his back with legs extended, feet about one foot apart. The hands are interlaced, and are grasped behind the neck. Another pupil holds the ankles and keeps the heels in contact with the floor.

Sit up and turn the trunk to the left.

Touch the right elbow to the left knee.

Return to the starting position.

Sit up and touch the left elbow to the right knee.

Return to the starting position.

TEACHING CUES

This is one of the physical-fitness tests.

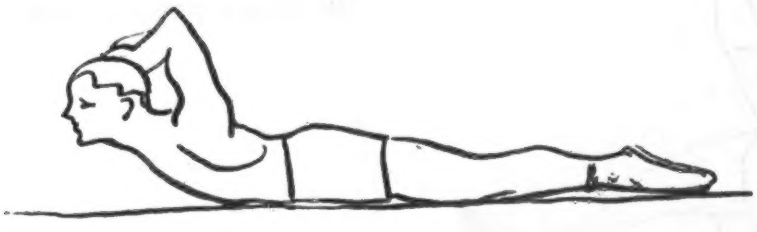
This exercise should be done daily, gradually increasing the number as a preparation for the test.

One complete situp is counted each time the pupil returns to the starting position.

Passing mark for the screening test for grades 7 through 12 is 14 situps.

Stress keeping the knees extended throughout the movement.

BACK LIFT



ANALYSIS

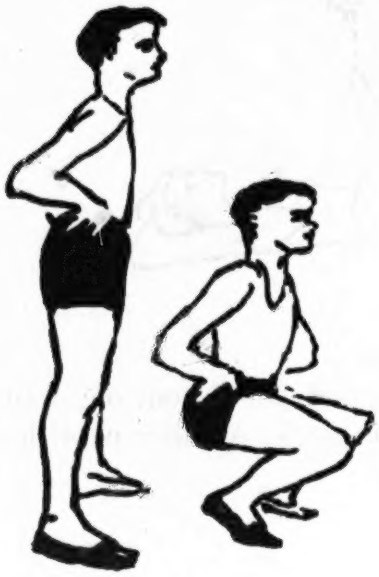
Starting position: pupil lies face down, hands clasped behind the neck.

Raise trunk and elbows until the chin is twelve inches from the floor.
Return to the starting position.

TEACHING CUES

This exercise demands an arching movement of the back.
It is done to slow rhythm.
Gradually increase the number of repetitions.

BALANCE SQUAT (DEEP KNEE BEND)

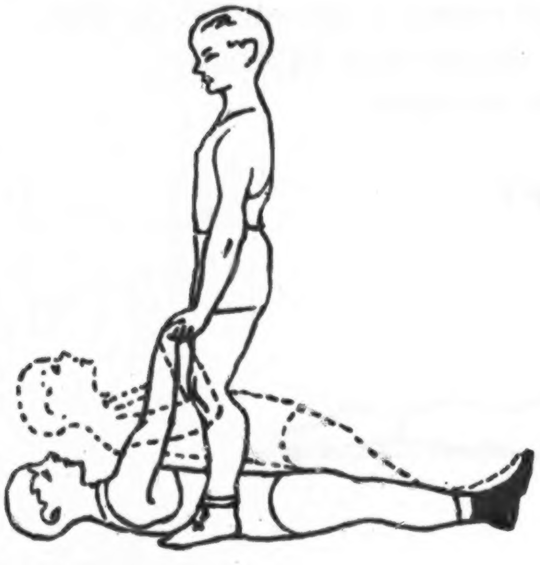


ANALYSIS

Starting position: hands are placed on hips, feet together, body erect.
On count, bend the knees completely, coming to rest in the deep-knee bend position.
Return to the starting position.

Caution! Do not hold the deep-knee bend position, but return to the starting position at once.
This is done to slow rhythm.
Gradually increase the number of repetitions.

RECLINING PULLUPS



ANALYSIS

Starting position: one pupil lies on his back. The other stands astride of him, with feet beside reclining pupil's chest.
Partners grasp hands, with fingers interlocked. Reclining pupil's arms are fully extended.

Pupil on the floor pulls up with arms, until his arms are flexed.
His body remains straight with weight resting on his heels.

The standing partner does not aid the action.

On count, return to the starting position.

TEACHING CUES

This exercise is an excellent substitute for Pullups or Chins.

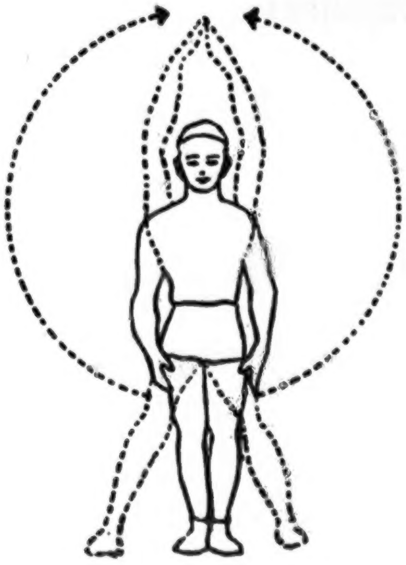
Stress that the standing partner plays a passive role.

For underdeveloped pupils, have the partner partially bend knees to reduce the weight pulled.

This can be done to slow counts.

Gradually increase the number of repetitions.

SPREAD EAGLE JUMPING (JUMPING JACK)



ANALYSIS

Starting position: feet together, body erect, hands at side (or on hips).

Spring to the stride position, clap hands overhead.

Return to the starting position.

TEACHING CLUES

Variations may include four count rhythm with arms extended sideways, upwards, sideways and down. Other variations may include turning left at each eighth count, or crossing legs in front of each other, or alternating feet forward and back.

Stress wide stance in jumping.

Stress full extension of the arms sideways. This can be done to fast rhythm.

RUNNING IN PLACE

ANALYSIS

Starting position: from position of attention with arms held horizontally at the waist.

Knees should be raised high.

Double time cadence of 180 steps per minute should be used.

TEACHING CUES

Stress high raised knees out in front of the body with a slight body lean forward.

Gradually increase required time of running.

Tell class required time for running, and keep records of the time.

Allow for a tapering off period before resuming activity.

WALKING, MARCHING, OR RUNNING

ANALYSIS

Starting position: from erect position with hands swinging naturally at side for marching, and horizontally at the waist for running.

Double time cadence, or marching cadence may be used.

TEACHING CUES

Have class run around outside of gym for a specified length of time.

Remove all obstructions. Have pupils or leaders posted as turning guides.

Insist that class maintain cadence set by the teacher. This is not a race.

Gradually increase the time of the run.

OPTIONAL CONDITIONING EXERCISES*

Exercises For Arm and Shoulder Strength

Wing stretcher
Sawing Wood
Pushups (See Required Daily Basic Exercises)
Reclining Pullups (See Required Daily Basic Exercises)
Biceps Builder
Chest Builder

Exercises For Developing Flexibility

Bear Hug
Side Flex
One Foot Balance
Pull Stretcher
Squat Thrust (See Required Daily Basic Exercises)

Exercises To Develop Strength of Abdominal and Trunk Muscles

Knee Raise; Single and Double
Head Raiser
Leg Extension
Head and Shoulder Curl

Exercises For Developing Agility

Running in Place: Tortoise and Hare (See Required Basic Exercises)
Jump and Reach
Kangaroo Hop
Blast Off
The Sprinter
The Coordinator

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* (See Youth Physical Fitness; Parts I and II – President's Council on Youth Fitness)

OPTIONAL CALISTHENICS SERIES ‡

SERIES I

Jumping Jack
Back Stretcher
Roundhouse Punching
Arm Flinging
Toe Touching
Facing, Marching, Walking

SERIES II

Rising on Toes, Deep-Knee Bend
Hamstring Stretcher; Head Circling
Side Bender
Chinner
Rowing Exercise
Facing, Marching, Walking

SERIES III

Reaching; Leg Extension Sideways
Bridger
Side Bender
Leg Pull Against The Chest
Squat Thrust
Running, Skipping

SERIES IV

High Skipping; Fold and Unfold
Praying Exercises
Sitdowner Variation
Pushup
Hopping; Jumping

WEIGHT TRAINING

Body building, with the associated desire for social approval and self-respect, involves the dominant drives of the adolescent. Weight training serves to satisfy these needs of the maturing boy and therefore activities related to weight training should be continuous throughout the school career of the pupil. The exercises given should provide a challenge to improve in strength, flexibility and muscle tone, and to lead towards the achievement of fitness objectives.

Standard simple movements utilizing the principles of progression with a buildup in the number of repetitions and the intensity of the movement are in accord with safe practices. Bar bells are recommended for standard class use with all necessary precautions for the prevention of injury. Habits of regular exercise, utilizing minimal equipment, and a small amount of space, can be developed through regular use of weight training techniques in the school program.

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‡ (See "Conditioning and Body Mechanics," Board of Education of the City of New York.)

OBJECTIVES

1. Contribute to the objectives of total fitness developed on Page 176 of this unit.
2. To remedy deficiencies in strength and flexibility as revealed by physical fitness tests.
3. To develop strength, flexibility and resistance to fatigue of large muscle groups.
4. To provide for healthful leisure time activity.

APPROACH AND MOTIVATION

In the early grades, the emphasis should be upon simple movements, and orientation to the safe use of equipment.

The activity is NOT concerned with competitive lifting.

The amount of exercise which includes weights, and repetitions should be gradually increased.

Regular daily participation is important for improved fitness and muscle development.

Underdeveloped students should be encouraged to start with a small amount of weights and build up. Such students will be self-motivated as they improve in the increase of repetitions and weights.

Members of the Leaders Corps or others who are working with weights outside of school may demonstrate basic skills and moves.

By keeping performance records, students can be encouraged to take daily workouts, as well as to determine their progress.

Stress self-growth and development rather than competition.

INSTRUCTIONAL MATERIALS

Sufficient equipment for at least ten boys to work at one time.

Five foot bars, collars for adjustable weights, small poundage plates.

Sets of five and ten pound dumbbells.

Benches eighteen inches in height.

Gang chinning bars.

Rack for storage of weights.

Rubber jumping mats to be placed under each set of weights.

Fixed weights.

Sufficient space for each set of weights, out of the way of other equipment and activities.

CLASS ORGANIZATION AND MANAGEMENT

Set up, if possible, a permanent area for weight training which is out of the way in an alcove, corner of the gymnasium, under an indoor track etc.

All equipment should be in place, and unused equipment should be stored on racks.

The area assigned to weight training should be removed from the possibility of bouncing balls, students cutting across the area, or spill-over activities.

Space and area selected should allow for hanging mats when not in use, placement and storage of benches, weights and other equipment.

Bars should only be moved on an even keel to prevent plates from slipping off.

Students waiting their turn should not be walking about in the area.

Check collars constantly to make sure that plates are in place firmly and securely.

Always start class with learned warmup routines.

When several mats are used student should not stand at the juncture between mats.

No weight activity should be permitted without direct teacher or leader supervision.

The program is for self-growth and not for competition.

It is advisable to have several sets of weights with varying loads to allow for individual differences.

In assigning squads, homogeneous groups of almost equal ability should be assigned for efficient planning and for measuring results.

A form of circuit training can be established for practice of various muscle groups at different areas. This allows for some rest between work.

Weight training can be used on an optional basis as a form of warmup for gymnastics.

Make sure that weights are properly and clearly labeled.

GENERAL TEACHING SUGGESTIONS

Group boys according to ability.

Give analysis, and demonstration of basic required exercises.

Determine maximum lifts for each grade through a pre-test program.

Stress safety at all times.

Through the use of charts and bulletin boards with illustrations, set standards and poundage to be used progressively through the unit.

Start with adding repetitions before adding poundage.

Keep records and post improvements noted.

A brief warmup should precede all exercise.

Insist that the class use only the basic exercises taught. Explain the purpose of each exercise.

Teach in terms of the overload principle for maximum development.

Insist that the proper form be used at all times.

SAFETY PRECAUTIONS

The space allotted for the activity should be of sufficient area for the number of pupils that are using the weights.

The area should be removed from basketball court, apparatus, etc. to prevent pupils from inadvertently moving into the area.

Insist upon pupils having complete medical checkup before being allowed to use the weights.

Discourage severely any horseplay, or competitive lifting.

Insist upon proper form at all times.

Mats should be placed properly around the area to be used.

Keep a constant check on collars to make sure that plates are firmly held in place. Fixed weights are preferred.

Start with adequate warmup routines.

Make certain weights, and plates are clearly labeled.

Pupils should be properly dressed in gymnasium costume and sneakers.

Encourage pupils to wear an athletic supporter.

Have spotters who have been taught to spot at bench curls and presses.

Inspect equipment before and after each session.

All equipment in the area should be in place and kept in an orderly manner.

No activity should be allowed without supervision.

Do not allow weights to be rolled or dropped into place.

Feet should be clear of weights before being put into place.

The use of performance records will encourage weight training for personal self-development. Do not allow any "showing off".

Have magnesium chalk available to ensure firm hand grip.

STANDING EXERCISES—ANALYSIS

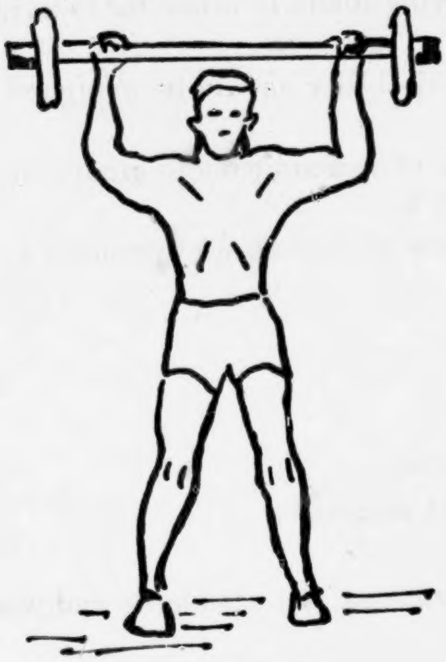


Figure 1

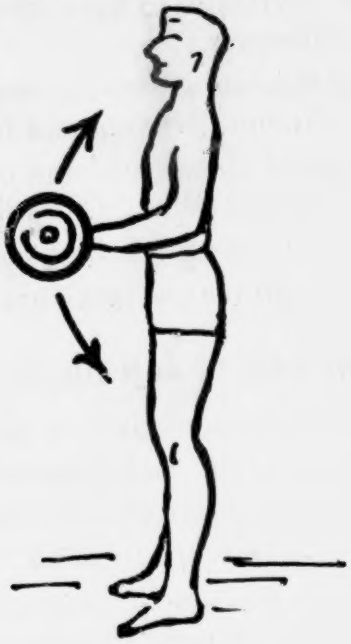


Figure 2

STANDING PRESS (Fig. 1)
(Develops shoulders, triceps, and arms.)

Grasp the barbells with the knuckles up grip, and with the back straight.

Pull the barbells to the upper chest. Extend the bell fully to arm's length over the head and lower to chest.

STANDING CURLS (Fig. 2)
(Develops the biceps and forearm muscles.)

The barbell is grasped with the palms up grip. It is raised as the exerciser stands with back straight and arms straight. The bell is then raised to the chest by flexing the elbows while the elbows remain at the sides, until the bar touches the chest. The barbell is then lowered back to the straight arm position across the thighs.

BENT ROWING (Fig. 3, opposite)
(Develops upper back muscles and biceps.)

The student leans forward allowing the barbell to hang just off the floor.

The back is almost parallel to the floor with the legs slightly bent.

While keeping the legs and body motionless, the bell is pulled to touch the chest at the bottom of the pectoral muscles. The barbell is then lowered to the hanging position.

SQUAT (Knee Bends) (Fig. 4, opposite)
(Develops thighs and hips.)

The student places the barbell on his shoulders behind his neck.

Keeping the back straight, lower the body until front of thighs are parallel to the floor. He then raises himself to the erect position. To nullify objections to holding a full knee bend, bench can be used as a support and the student does a half knee bend instead.

Figure 3

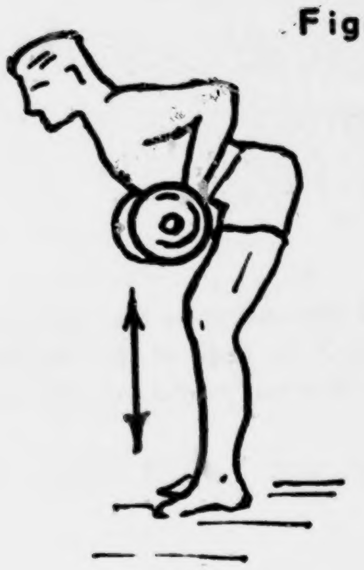
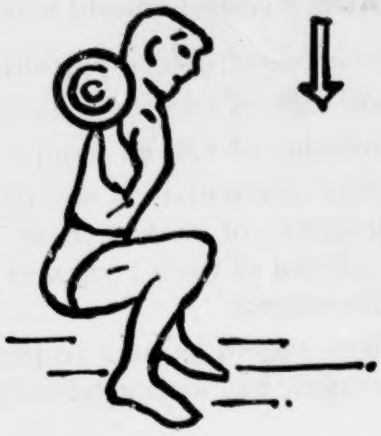


Figure 4



STIFF-LEGGED DEAD LIFT (Fig. 5)
(Develops strength in the lower back, and abdominals.)

With feet spread comfortably apart and legs straight, the student bends at the waist and grasps the barbell. He then straightens up until the barbell is resting across the thighs with the arms straight. Return the barbell to the floor.

SUPINE PRESS (Fig. 6)
(Develops muscles of the chest.)

The student lies on his back, preferably on a low exercise bench. He is handed the barbell by the Leader, at arms length, knuckles up grip. The barbell is lowered to the chest and then returned to the starting position. Do not arch back during the arm movement.

Figure 5

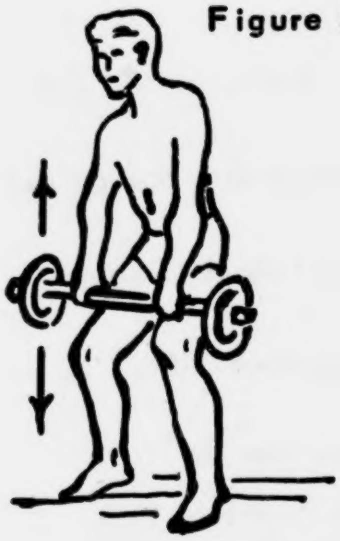
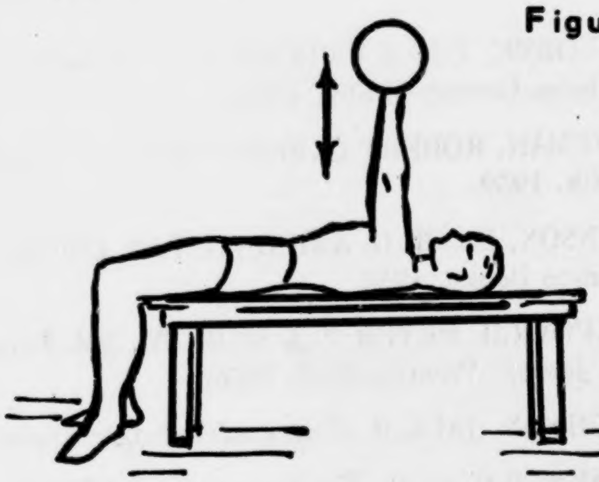


Figure 6



EVALUATION

GRADE ACHIEVEMENT STANDARDS

GRADE 7 (Pupil should know and be able to demonstrate skill)

Knowledge of safety precautions to be used in weight training

Knowledge of care of equipment

Knowledge of school regulations for the use of the equipment

Number of repetitions and the amount of weight to be used will depend upon the individual progress of each student. It is suggested that accurate records be kept at the beginning and end of each semester to determine individual progress. Minimal standards are to be developed.

Student should be able to perform each of the required exercises with a small amount of weight, but with good form.

GRADE 8-12

All of the knowledge required in Grade 7.

Pupil should be able to perform required exercises with good form.

Pupils should be able to perform an increasing number of repetitions with an increased load in each year.

Performance standards by grades will be developed.

ADVANCED SKILLS TO BE PERFORMED ON AN OPTIONAL BASIS

Rise on Toes
Pullups (Upright Rowing)
Lateral Raise (with dumbbells) (Standing and lying positions)
Situps
Leg Lifts (with iron boots)

REFERENCES ON WEIGHT TRAINING

DE LORME, T.L. & WATKINS, S.L. *Techniques of Progressive Resistance Exercises.* New York: Appleton-Century-Crofts, 1951.

HOFFMAN, ROBERT C. *Better Athletes Through Weight Lifting.* York, Pennsylvania: Strength and Health, 1959.

JOHNSON, DAVID G. & HEILENSTAN, OSCAR. *Modern Body Building.* New York: Heidenstam-Emerson Books, 1958.

KARPOVICH, PETER V. & MURRAY, JIM. *Weight Lifting in Athletics.* Englewood Cliffs, New Jersey: Prentice-Hall, 1956.

LEIGHTON, JACK R. *Progressive Weight Training.* New York: Ronald Press, 1961.

MASSEY, B.H. et al. *The Kinesiology of Weight Lifting.* Dubuque, Iowa: Wm. C. Brown, 1959.

MURRAY, JIM. *Weight Lifting.* New York: A.S. Barnes, 1954.

VERMES, HAL G. *Boys Book of Physical Fitness.* New York: Association Press, 1961.

PHYSICAL FITNESS TESTING

Validated tests have long been a part of physical education programs although not on the national scale as they are at present. It is only through a comprehensive testing program that standards can be developed. Tests also provide the best means of measuring achievement and diagnosing weaknesses. The physical fitness tests developed by the American Association for Health, Physical Education, and Recreation have been adopted by the President's Council on Youth Fitness for use throughout the United States. Thus, physical fitness tests provide self-evaluation and serve as a strong motivation for self-development of the individual pupil.

To date, standards and norms have been developed on the basis of records of achievement of about thirty million boys and girls in the United States. It is for this reason that the New York City school system has adopted these national tests since norms and percentile ratings are available and give a basis of comparison of the fitness status and progress of our children. Other tests may be used on an optional basis.

OBJECTIVES

To develop standards of performance as an objective basis for gauging physical fitness

To provide means for measuring achievement

To diagnose weaknesses in fitness, and provide for remedial measures

To provide self-evaluation and motivation for individual self-development

APPROACH AND MOTIVATION

Reproduce charts of norms in each test and post them in the gymnasium. These charts will serve as a quick, easy reference for each pupil to determine his status as he completes each test.

It is suggested that test scores should not be used to determine final grades in physical education.

Post school records in each test as a motivating device for improved performance even by the superior group.

Tests should only be given after a thorough warmup period preparatory to the test. Pupils should do some considerable running for at least four weeks prior to the six hundred yard run.

Allow some time in each semester for physical conditioning.

Have pupils chart their own test score profiles to indicate their status and progress.

As a result of the preliminary screening test, the physically underdeveloped should be given individual prescriptive exercises to be done daily to bring them up to their norm.

Pupils who have health conditions that preclude vigorous participation should be given an adapted program consistent with their physical status.

Test scores be given once a year to determine progress.

Permanent records should be kept throughout the pupil's school life.

Classes should witness a demonstration of the form used, and the most efficient method of performing test elements.

Allied skills such as the sprint start, and the form for broad jump, should be taught in conjunction with test administration.

The purposes of the test program should be clearly explained to pupils and parents so as to enlist active support for the program.

Each gymnasium period should be preceded by running and by the basic "Daily Dozen" calisthenic exercises suggested under "Calisthenics". The exercises can be increased in intensity and in the number of repetitions.

CLASS ORGANIZATION AND MANAGEMENT

Develop fron four to six testing areas indoors according to the amount of space available.

If the gymnasium is wide enough, utilize the center of the space for testing in the agility run. (30 feet).

Plan other test activities around the periphery of the gymnasium.

Broad jump areas and mats should be parallel to the wall. If there are insufficient mats, improvise jumping areas by marking off the floor with pressure sensitive tape.

Install gang chinning bars for mass use.

It is possible to measure a six-hundred yard run by using the periphery of the gymnasium, and by using traffic cones, or pressure sensitive tape as guides for the track.

Small, out of the way areas can be used for testing Situps.

If an outdoor track is available, the softball throw can be tested efficiently by marking off five foot intervals on the curb of the track. Similar markings can be made on the opposite curb. Thus the softballs can be shuttled back and forth across the track. A soft track makes an ideal ground surface for checking the impact of the ball. Use tongue depressors to mark the pupil's best throw for ready notation by a student secretary. The student's name or test number can be readily placed prior to the test on the tongue depressor, sharpened to a point.

SUGGESTED SHORT CUTS IN TESTING

Make wide use of student leaders and secretaries for recording.

The use of tongue depressors for softball throw is suggested.

Give every pupil a test number for simplified recording.

Utilize the central basketball timer (if available) for indoor testing of running events, and the agility run.

Provide pencils and clip boards to student assistants.

Count off seconds as students finish the distance run. Assign each runner to a "buddy" who checks the time.

Use the shuttle formation in the softball throw.

Use a double-hand stop watch for testing two pupils with one watch.

In testing situps, half the class can test while half of the class can count.

Gang chinning bars will provide for more students at one time.

Use charts with stick figures illustrating the test being given in the area.

In the agility run, squads can shuttle back and forth.

Provide for rotation of groups or of individuals so that time isn't lost by sitting around waiting for the next test.

Test results can be printed on heavy oak tag for permanence and ease of recording. (See appended score sheet)

TEACHING SUGGESTIONS

Utilize the maximum space available.

Demonstrate form and technique used in taking each test.

Analyze skills in each test element for top performance.

Use basic motivation of desire for status and self-improvement by giving recognition to improvement.

Make wide use of student assistants. Have each assistant trained in one test administration technique.

Teachers should make spot checks during each test to make sure that recording is accurate and honest.

It is suggested that physical fitness test score NOT be used in determining final grades, although recognition should be given for improvements noted in fitness status.

Allow no distractions or varied free play activities such as three-man basketball during the tests.

Plan for rotation of activity.

No test should be given without prior preparation. This is particularly important in the six hundred yard run.

Watch the element of fatigue, so that pupils give their top performance during the testing period.

Insist upon proper form in each test.

SAFETY PRECAUTIONS

Pupils must be thoroughly warmed up before testing begins.

Warmup exercises should become progressively more intense as a leadup for the testing program.

Pupils should have at least four weeks of running before engaging in the distance run.

Full clear space should be allowed for softball throw.

Chinning bars and gang bars should be checked at the beginning and end of each session.

There should be sufficient space allowed at the finish of the agility run to prevent running into walls or obstructions.

Do not allow a pupil to do more than the 100th percentile in an activity to "break school records".

Mats and spotters should be properly placed at the high bar and gang chinning bars.

It is advisable to do situps on a mat to prevent possible injury to back and spine.

Areas should be so planned so as to avoid conflict of groups running into each other in taking tests.

Broad jump mats should be fixed so that they don't slide on the floor. Don't have pupils jumping towards the wall, but rather away from the wall, or parallel to the wall.

SCREENING TESTS – PRESIDENT'S COUNCIL ON YOUTH FITNESS

For analysis see "Youth Physical Fitness" Parts I and II. President's Council on Youth Fitness; pages 19-26.

Pullups (Arm and shoulder strength)

Pass Mark – Boys 10-13 ...... 1 pullup
Boys 14-15 ...... 2 pullups
Boys 16-17 ...... 3 pullups

Situp (flexibility and abdominal strength)
Pass Mark – Boys 10-17 . . . . . . 14 situps

Squat Thrust (Agility)
Pass Mark – Boys 10-17 . . . . . . 4 Squat Thrusts in 10 seconds

PHYSICAL FITNESS TESTS – PRESIDENT'S COUNCIL ON YOUTH FITNESS

For analysis see "Youth Fitness" Parts I and II. President's Council on Youth Fitness; Pages 44-55.

REQUIRED PHYSICAL FITNESS TEST ELEMENTS (President's Council on Youth Fitness

Pullups (Arm and shoulder girdle strength)
Situps (Flexibility and abdominal strength)
Shuttle Run (Speed, stop-and-go speed, agility)
Standing Broad Jump (Explosive power of leg extensors)
Fifty Yard Dash (Speed, explosive power of legs in start)
Softball Throw For Distance (Strength of arm and shoulder girdle, explosive power of arm and shoulder, neuromuscular coordination)
Six Hundred Yard Run-Walk (Endurance, cardiovascular efficiency)

STANDARDS OF PERFORMANCE (P.C.Y.F. Tests-Adapted from A.A.H.P.E.R. Tests)

SIT UPS	**AGE**	**12**	**13**	**14**	**15**	**16**	**17**	**SIT UPS**
	Excellent	78	73	99	99	99	99	
	Good	51	54	60	60	73	63	
	Satisfactory	37	40	44	45	50	50	
	Poor	28	30	33	35	40	38	
PULL UPS	**AGE**	**12**	**13**	**14**	**15**	**16**	**17**	**PULL UPS**
	Excellent	7	8	10	10	12	13	
	Good	4	5	6	7	9	10	
	Satisfactory	2	3	4	5	6	7	
	Poor	1	2	2	2	3	4	
STANDING BROAD JUMP	**AGE**	**12**	**13**	**14**	**15**	**16**	**17**	**STANDING BROAD JUMP**
	Excellent	6'2"	6'8"	7'2"	7'8"	8'10"	8'4"	
	Good	5'8"	6'0"	6'7"	7'0"	7'3"	7'8"	
	Satisfactory	5'4"	5'8"	6'1"	6'5"	6'11"	7'2"	
	Poor	4'11"	5'2"	5'7"	5'11"	6'4"	6'8"	
SOFTBALL THROW	**AGE**	**12**	**13**	**14**	**15**	**16**	**17**	**SOFTBALL THROW**
	Excellent	151	171	190	207	214	231	
	Good	132	148	163	182	190	212	
	Satisfactory	118	129	147	164	172	185	
	Poor	102	115	131	150	156	167	
SHUTTLE RUN	**AGE**	**12**	**13**	**14**	**15**	**16**	**17**	**SHUTTLE RUN**
	Excellent	10.0	9.7	9.4	9.3	9.1	9.0	
	Good	10.5	10.3	10.0	10.0	9.5	9.5	
	Satisfactory	11.1	10.8	10.5	10.4	10.0	10.0	
	Poor	11.7	11.5	11.0	10.9	10.5	10.6	
50 YARD DASH	**AGE**	**12**	**13**	**14**	**15**	**16**	**17**	**50 YARD DASH**
	Excellent	7.0	6.5	6.5	6.2	6.1	6.0	
	Good	7.5	7.2	7.0	6.7	6.4	6.3	
	Satisfactory	8.0	7.6	7.3	7.0	6.8	6.6	
	Poor	8.3	8.0	7.7	7.3	7.0	7.0	
600 YARD RUN	**AGE**	**12**	**13**	**14**	**15**	**16**	**17**	**600 YARD RUN**
	Excellent	2:5	2:0	1:50	1:43	1:40	1:36	
	Good	2:19	2:13	2:5	1:59	1:51	1:51	
	Satisfactory	2:32	2:25	2:18	2:9	2:0	2:0	
	Poor	2:46	2:36	2:30	2:20	2:10	2:9	

NEW YORK STATE PHYSICAL FITNESS TEST – TEST ELEMENTS (OPTIONAL) *

Posture Test (For rating posture)
The Target Throw (For measuring coordination in accuracy)
Pullups (For measuring strength)
The Sidestep (For measuring agility)

***New York State Physical Fitness Test.* The University of the State of New York, The State Education Department, 1958.

Fifty Yard Dash (For measuring speed)
Squat Stand (For measuring balance)
The Treadmill (For measuring endurance)

STANDARDS OF PERFORMANCE
See test booklet, pages 53 - 60.

NEW YORK STATE PHYSICAL FITNESS SCREENING TEST

TEST ELEMENTS (See booklet for standards.)

Sidestep (Agility)
Situps (Back and abdominal strength)
Speed Dash (Speed)
Squat Thrust (Endurance)

PUBLIC SCHOOLS ATHLETIC LEAGUE – PHYSICAL FITNESS TEST (OPTIONAL)

JUNIOR HIGH SCHOOL – TEST ELEMENTS AND STANDARDS

Class A

Scholarship –	Eleven credits of prepared academic work at the last marking date.
Health	Free from all physical defects or is under treatment in the process of having his remedial defects removed.
Posture	Must make a satisfactory effort to secure good posture.
Character	Shall be a prerequisite in the award of the badge.

Basketball Goals	8 goals in thirty seconds.
Pullups (chinning on the bar)	9 times
Standing Broad Jump	7 feet
Potato Race	17 3/5 seconds

Class B

Scholarship –	Same as in class A.
Health	Must have had a physical or medical examination and must be making a satisfactory effort to remove remediable defects.
Posture	Must make a satisfactory effort to secure good posture.
Character	Shall be a prerequisite in the award of the badge.

Basketball goals	5 goals in thirty seconds
Pullups (chinning on the bar)	6 times
Standing Broad Jump	6 feet 3 inches
Potato Race	19 seconds

SENIOR HIGH SCHOOL – TEST ELEMENTS AND STANDARDS

75 Percent Test (Bronze Badge)

Scholarship	Passing Grade
Health	Physical Examination Reported
Posture	Fair

75 Percent Test (Bronze Badge) Continued

Potato Race (70 Yards)	17 3/5 seconds
Rope Climb	16 feet; free style (hands and feet)
Step and Leap	13 feet 9 inches
Basketball Goals	6 goals in 15 seconds

90 Percent Test (Silver Badge)

Scholarship	Passing Grade
Health	Exam reported and remediable defects corrected or under treatment
Posture	Good
Potato Race (70 Yards)	16 3/5 seconds
Rope Climb	16 feet (Hands only)
Step and Leap	15 feet 9 inches
Basketball Goals	8 Goals in 15 seconds

99 Percent Test (Gold Badge)

Scholarship	Passing Grade
Health	Defects completely corrected
Posture	Excellent
Potato Race (70 Yards)	15 3/5 seconds
Rope Climb	16 feet (hands only; Legs at right angles to the body)
Step and Leap	17 feet
Basketball Goals	10 goals in 15 seconds

U.S. MARINE CORPS PHYSICAL FITNESS TESTS (OPTIONAL)

TEST ELEMENTS AND STANDARDS

1. Pullups

AMOUNT	POINTS	AMOUNTS	POINTS
1	15	10	70
2	24	11	74
3	33	12	78
4	39	13	82
5	45	14	86
6	50	15	90
7	55	16	94
8	60	17	97
9	65	18	100

U.S. MARINE CORPS PHYSICAL FITNESS TESTS (Continued)

2. Squat Jumps

AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS
3	1	26	24	49	47	72	70
4	2	27	25	50	48	73	71
5	3	28	26	51	49	74	72
6	4	29	27	52	50	75	73
7	5	30	28	53	51	76	74
8	6	31	29	54	52	77	75
9	7	32	30	55	53	78	76
10	8	33	31	56	54	79	77
11	9	34	32	57	55	80	78
12	10	35	33	58	56	81	79
13	11	36	34	59	57	82	80
14	12	37	35	60	58	83	81
15	13	38	36	61	59	84	82
16	14	39	37	62	60	85	83
17	15	40	38	63	61	86	84
18	16	41	39	64	62	87	85
19	17	42	40	65	63	88	86
20	18	43	41	66	64	89	88
21	19	44	42	67	65	90	90
22	20	45	43	68	66	91	92
23	21	46	44	69	67	92	94
24	22	47	45	70	68	93	96
25	23	48	46	71	69	94	98
						95	100

3. Situps

AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS
1	4	23	26	45	48	67	70
2	5	24	27	46	49	68	71
3	6	25	28	47	50	69	72
4	7	26	29	48	51	70	73
5	8	27	30	49	52	71	74
6	9	28	31	50	53	72	75
7	10	29	32	51	54	73	76
8	11	30	33	52	55	74	78
9	12	31	34	53	56	75	80
10	13	32	35	54	57	76	82
11	14	33	36	55	58	77	84
12	15	34	37	56	59	78	86
13	16	35	38	57	60	79	88
14	17	36	39	58	61	80	90
15	18	37	40	59	62	81	92
16	19	38	41	60	63	82	94
17	20	39	42	61	64	83	96
18	21	40	43	62	65	84	98
19	22	41	44	63	66	85	100
20	23	42	45	64	67		
21	24	43	46	65	68		
22	25	44	47	66	69		

U.S. MARINE CORPS PHYSICAL FITNESS TESTS (Continued)

4. Three Hundred Yard Run

SECONDS	POINTS	SECONDS	POINTS	SECONDS	POINTS
74	0	63	41	52	68
½	1	½	42	½	70
73	2	62	43	51	72
½	4	½	44	½	74
72	6	61	45	50	76
½	8	½	46	½	78
71	10	60	47	49	80
½	12	½	48	½	82
70	14	59	49	48	84
½	16	½	50	½	86
69	18	58	51	47	88
½	20	½	52	½	90
68	22	57	53	46	92
½	24	½	54	½	94
67	26	56	55	45	96
½	28	½	56	½	98
66	30	55	57	44	100
½	32	½	58		
65	34	54	60		
½	36	½	62		
64	38	53	64		
½	40	½	66		

5. Squat Thrust (Alternate Test)

AMOUNT	POINTS	AMOUNT	POINTS	AMOUNT	POINTS
14	1	25	36	36	80
15	2	26	40	37	85
16	5	27	43	38	89
17	8	28	47	39	93
18	12	29	51	40	98
19	15	30	55	41	100
20	18	31	59		
21	22	32	63		
22	25	33	67		
23	28	34	72		
24	32	35	76		

CIRCUIT TRAINING

Circuit training is a form of fitness training which has been developed for use in the school situation. It can be a valuable adjunct to a well-rounded physical education program. The basis for circuit training is linked to progressive resistive exercises in order to develop muscle, and improve the circulo-respiratory condition, endurance and power. This form of training is consistent with modern educational thought in that each pupil develops to his own maximum capacity at his own rate.

HOW CIRCUIT TRAINING OPERATES

A circuit consists of a number of carefully selected, simple exercises arranged around the gymnasium floor in the form of a circuit. Students proceed from one exercise or activity to another without undue fatigue. Progression can be achieved by reducing the time of performance and increasing the load or number of repetitions. Either part or the whole period can be devoted to this form of fitness exercises and conditioning. It is admirably suited to the Free Activity part of the period. It also can be adapted to local equipment and apparatus situations.

OBJECTIVES

These are the same as the objectives stated for all physical fitness and conditioning programs given on pages 175, 179, and 180 of this unit.

APPROACH AND MOTIVATION

The circuit training program can be correlated with the tremendous popularity of weight training programs.

By the use of a score card, a pupil can record his own individual progress, training dosage, and daily performance.

The teacher should first explain and demonstrate each exercise on the circuit.

He should have all students learn all of the exercises so that they may be performed with good form.

Make provision for the entire class to rotate from one exercise to another either by groups, or as individuals.

There should be a definite time limit for each exercise with provision for rest.

As the class completes the circuit, an additional circuit may be planned within the limits of the time allotted during the period.

The circuit aims at developing the body as a whole, in addition to increasing strength, endurance, and circulo-respiratory endurance. This objective should be stressed to the class.

Watch for signs of fatigue since some pupils will push themselves to the limit of their endurance.

The circuit and the load imposed can be adapted to individual differences of pupils who particularly find either the load or the repetitions too great.

CLASS ORGANIZATION AND MANAGEMENT

From eight to ten items may easily be set up around the gym floor at different areas depending upon the space and equipment available.

The stations should be numbered, and small signs describing and labeling the station should be placed at that spot. Numbers should be arranged in a clockwise order.

There should be ample opportunity for eight to ten pupils to perform the exercises simultaneously at each station, supervised by leaders.

With ten stations, and about ten students at each station, it may be possible to take care of about one hundred pupils at one time.

It is recommended that each student be provided with a personal score card to record daily assignments, daily performance, and test results.

A pre-test should be given to determine capacity of each pupil so that individual prescription may be given.

The preliminary warmup period can be used for circuit training in lieu of a calisthenic workout.

At first, ten minutes may be devoted to circuit training. The time can be progressively reduced.

TEACHING SUGGESTIONS

Insist that each exercise be performed with good form, otherwise values inherent in the exercise will be lost.

Each exercise should be explained and demonstrated so that pupils will clearly understand what is expected of them.

Grade standards should be developed, and these should be posted so that pupils can check their progress and status.

Watch for signs of fatigue such as nausea, dizziness, or extreme breathlessness.

Provide for rest and relaxation between each exercise. At this time, corrections and cues for improved performance can be given.

Suggestions will be given below for the improvisation of stations.

Constant motivation should be given for improvement.

SAFETY PRECAUTIONS

Sufficient mats should be placed where needed.

Each station should be supervised by a Leader or Teacher.

Discourage horseplay while waiting turns for exercise.

See safety precautions given under weight training, if weights are used as part of the circuit.

An adequate warmup should be given before engaging in strenuous activity.

Prescribed warmup exercises may be given at each station.

Sufficient space should be allotted for each pupil to exercise to prevent conflict of pupils while exercising.

The amount of weight, and the number of repetitions should be gradually and progressively increased to avoid muscle strain.

ANALYSIS OF A SUGGESTED TEN-STATION CIRCUIT

Squat Jumps

Equipment – None

Hands on hips, one foot ahead of the other in a full squat position. Jump into the air and land in the same squat position with the opposite foot forward.

Chinning

Equipment – High Bar, Chinning Bar, or Gang Chinning Bar (preferred).

Stand below the bar. Jump up and grasp the bar with the reverse hold, hands about shoulder width apart. Pull up until the chin touches the bar. Return to the straight arm hang position.

Situps

Equipment – None, but mats are suggested.

Back lying on floor or mat, with hands behind neck.

Roll up to the sitting position touching opposite elbow to the opposite knee.

Return to lying position.

Two Arm Curl

Equipment – Barbell with forty pounds of weights

The barbell is grasped with the palms away from the legs, back straight, at about the height of the thighs.

The bell is then raised to the chest by flexing the arms while the elbows remain at the side.

The barbell is lowered to the straight arm position across the thighs.

Squat Thrust

Equipment – None

Start from a standing position. Bend knees and place hands either between the knees, in front of the knees, or outside of the knees.

Extend the feet to the rear so that there is a straight line from the back of the head to the heels.

Return to the squat position, then stand up.

Step-ups

Equipment – Firm chair or bench 16 - 24 inches high, or a bleacher seat.

Facing the seat, step up and down on the seat without jumping, and by placing both feet on the seat before stepping off again.

Dips on the Parallel Bars

Equipment – Parallel Bars

Jump to a front leaning rest position.

Flex the arms so that the body is lowered so that the chest is even with the hands.

Extend arms to original position.

Shuttle Run

Equipment – Thirty feet of clear space, two wooden blocks 2-by 2-by 4-inches.

Pupil stands behind the starting line, opposite the blocks placed behind a line thirty feet away.

On the signal the pupil picks up one block, returns to his original line, and places it behind the starting line.

He then runs and picks up the second block and carries it back across the starting line.

Pushups

Equipment – None

Body in face-lying position, hands on the floor, palms down by the shoulders.

Extend the arms to their full extension.

Then bend arms to lower the body without touching the floor.

Wrist Curl

Equipment – A broom handle about eighteen inches long, with a 24 inch window or Venetian blind cord attached. A suitable 10-15 pound weight is attached to the other end of the cord.

In a standing position, wind the weight up to the handle by rotating the stick in both hands.

Then unwind.

OTHER SUGGESTIONS FOR CIRCUIT STATIONS

No Equipment

Running in place
Stair jumps
Shuttle Broad Jumps
Sargent Jump and Touch
Double Leg Raises and Back

Minor Equipment

Medicine Ball Pullover
Skipping
Dual Resistive Exercises

Fixed Equipment

Wall Bar Leg Raises
Rope Climb

Floor Plan of a Ten-Station Circuit (See Appendix B)

Weights

Squats
Reverse Curl
Two Arm Military Press
Bent Over Rowing
Dead Lift
Arm Walk on Parallels
Pulley Heave
Arm Travel on Horizontal Ladder
Stair Running

Dumbells

Stride Jumps
Dumbell Swings
Lying Lateral Raise
Standing Lateral Raise
Dumbell Squats

EVALUATION

It is suggested that standards be developed within each local school situation. The following are suggested standards of performance, but these are NOT graded according to age, and are given for all secondary school youth.

ACTIVITY	MAXIMUM REPETITION	WEIGHT SUGGESTED	TRAINING DOSAGE
1. Squat Jumps	30	None	10-15
2. Chinning	6	Body Weight	2-3
3. Situps	25	None	10-13
4. Two Arm Curl	25	40 lbs.	10-13
5. Squat Thrust	20	None	8-10
6. Step ups	40	None	15-20
7. Dips on Parallel Bars	6	Body Weight	2-3
8. Shuttle Run	1 Time	None	1
9. Pushups	18	Body Weight	7-9
10. Wrist Curl	6	15 lbs.	2-3

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SELF-TESTING OBSTACLE COURSE

During the early part of World War II, this method of physical conditioning received major emphasis with the objective of preparing our youth for possible army training. The use of an obstacle course is an excellent conditioner for the development of agility, co-ordination, balance, strength, and endurance. It is particularly adaptable to large numbers when sufficient apparatus and equipment are available.

OBJECTIVES

These are the same as those stated for all Physical Fitness given on pages 172 and 176 of this unit.

APPROACH AND MOTIVATION

The obstacle course appeals to the challenge and daring of youth. They identify themselves with army training, and this serves as a motivation.

Since the course is self-testing, there is inherent motivation in the pupil finding out whether or not he can complete the course.

The variety of physical activity in an obstacle course makes the activity interesting.

The approach should be that of completing the course rather than a timing process, or speed test.

CLASS ORGANIZATION AND MANAGEMENT

See Resource Manual on "Conditioning".

A series of ten obstacles are placed around the gymnasium.

Allow sufficent time and distance between each participant to prevent their running into each other.

More difficult stunts can be used for older and more advanced pupils.

Improvisations may be made according to local school facilities and equipment.

TEACHING SUGGESTIONS

Develop and post achievement standards for each year.

Analyze and demonstrate correct form in each activity.

Before pupils try the course at full speed, have them walk through the course, so that they are thoroughly acquainted with each exercise.

Pupils who are not physically able to perform a stunt at an obstacle should be allowed to walk around the obstacle and should practice until they can perform required moves.

The emphasis should be upon performance rather than speed.

SAFETY PRECAUTIONS

Do not allow crowding at any obstacles. Space the pupils so that a sufficient interval elapses before each trial so as to avoid crowding.

Sufficient number of mats should be placed so that in any falls such as jumping from the platform, the area will be controlled.

Block up the wheels of the platform to prevent it from moving.

Twelve foot mats should be placed on top of the parallel bars to prevent their slipping off the bar.

Teach the class how to fall by rolling up and tucking the chin to the chest and by relaxing with the fall.

The obstacle course should only be used with maximum teacher supervision.

ANALYSIS OF THE ELEMENTS OF THE OBSTACLE COURSE

Low Fence Vault

A low bar is placed at a height of 3 feet 6 inches. Object is to vault the bar. Mats should be properly placed.

High Fence Vault

A long mat is folded over the high bar at a height of five feet six inches.

The mat should be tied down securely to the top and side brackets of the bar.

The object is to climb over the bar and land on the other side.

Mats should be properly placed.

Rope Climb

Pupils should climb a sixteen foot rope using hands and feet and return using hand over hand.

Variation may include hands alone, or hands alone with the feet in the "L" position.

Stream Jumping

Two rubber broad jumping mats are placed with a space between them.

The object is to clear the space between the mats.

The space may vary with the age and grade of the participants.

Rope Mount to "Elephant"

Mats are placed on top of the parallel bars. A rope hangs one to two feet away from the bar. Both bars may be level or have a slight incline.

The object is to grasp the rope and swing up, pole vault fashion, onto the top of the bars. Then push off and land on mats on the other side of the bar.

Weave Under The Horses

Place two horses together.

The object is to crawl with forearms and elbows around and between the leg supports of the two horses.

Inclined Parallel Climb

One end of the parallel bars is raised to its fullest, while the other end is lowered.

Object is to hand travel up the incline to the end and dismount.

Platform Climb, Jump and Forward Roll

Mats are placed on the far side of the teaching platform, with the rollers (if any) secured.

Object is to ascend the platform, come to the edge of the platform, jump landing on the feet, and then go into a forward roll.

Elephant Vault

Arrange an elephant as in Number 5.

The object is to surmount the elephant and land on the mats on the other side.

Seal Crawl

Arrange 2 series of mats for a distance of about twenty feet.

Object is to crawl the distance of the mats using elbows, forearms and feet.

OTHER METHODS OF PHYSICAL CONDITIONING

ISOMETRIC EXERCISES

(For intensive contraction of muscle)

Definition:

This method of exercise involves the development of tension in voluntary muscle without the change in muscle length.

Methods

Isometric exercises are performed by pulling, or pushing against an immovable object without moving muscle.

In each exercise, pull or push maximally for a period up to ten seconds. Then relax for ten seconds.

Start with three repetitions for three seconds, and then gradually increase to a maximum of ten seconds.

These exercises are designed to develop strength of muscle without strain which might be caused by sudden twists and turns.

A steel chain attached to handles can be used to give maximum muscle contraction simulating such exercises as pullups, curls, rowing, and the like.

ROPE SKIPPING

(For agility, leg development, and endurance)

Equipment

Number 12 sash cord, cut into 8 to 12 foot lengths for varying heights of students.

When doubled, the rope should be long enough to reach from the arm pits to the floor.

Teaching Suggestions

Start by teaching pupils to jump without ropes, up and down, landing on the balls of both feet with knees bent slightly.

Stress jumping about an inch or two off the floor.

Develop smooth rhythmical movement of jumping.

Keep arms close to the body.

Stress relaxed, flexible wrist action.

Synchronize arms, feet, and action of wrist.

Provide each pupil with a rope and have him do single jumps.

Basic Jumps

Single jumps. Both feet clear the floor and rope at the same time.

Double jump. Jump as in the single jump with the addition of an intervening jump between swings of the rope. This is done while the rope is overhead.

Skipping-Hopping. Standing on one foot a hop is made over the rope.

The weight is shifted to the other foot and a hop is made over the rope.

Variations

Jump on one foot, standing in place.

Jump on one foot, moving backwards and forwards.

Running in place.

Jump once, as the rope revolves twice.

Variations (Continued)

Alternating toe-heel jumping.

Jump, crossing hands.

Skipping, crossing hands.

Jump on one foot, crossing hands.

FOOTBALL GRASS DRILLS

(For agility, learning how to fall, endurance)

Explanation

These are vigorous exercises in which pupils react as quickly as possible.

Pupils assume various bodily positions upon irregular commands. They move quickly from one position to another.

Analysis of Commands Used In Grass Drills

Up!

Running in place with high knee action.

Front!

Falling to the prone position with head towards the teacher, arms underneath the body.

Back:

Lying on the back with feet towards the teacher.

Sit:

Sitting on the floor with legs extended and together.

Right or left roll!

Roll on the side of right or left body.

Jumping jacks!

Jump to feet doing stride jump and clapping hands overhead.

Squat Thrust!

Dropping to stoop falling position bring knees to chest and return.

Teaching Suggestions

These are done to response commands.

Class should be encouraged to react as quickly as possible.

Vary the commands so that pupils move quickly from one body position to another.

Don't allow them to hold one position too long.

Start with one minute dosage and then work up to three minute maximum dosage.

BAG STRIKING

(Arm, forearm, wrist and shoulder development and endurance)

Equipment

Light bag

Platform for suspension of the bag

Gloves

Teaching Suggestions

This is an ideal activity to be performed during the free activity part of the period.

Equipment may be installed in small out-of-the-way places in the gymnasium.

Demonstrate basic body and arm position involved in bag striking.

Post illustrations with important movements and variations which may be used.

Limit time that any single pupil may take at bag.

DUAL RESISTIVE EXERCISES

Explanation

The exercises involve two students working in pairs.

The strength of muscle depends upon the amount of muscular force exerted against resistance.

While one student uses flexors the partner is exerting resistance by using his extensors. Thus resistance is introduced in accord with sound physiological principles.

The resistance may be varied in accordance with the strength and pull involved in each exercise.

Teaching Suggestions

A wire cable about six feet in length may be attached to two handles.

This equipment is now available to the schools.

Each student grasps one handle and while one pupil is performing flexion exercises, the other student resists by performing the extension exercise.

It is possible to simulate chinning, rowing, presses, curls, and other basic weight training exercises through the use of this equipment.

Similar results can be attained by pupils facing each other, grasping hands and performing basic exercises. The movements, however, will be limited.

A small area may be set aside in the gymnasium for practice and warmup period through resistive exercise.

CHAPTER IX

GYMNASTICS AND TUMBLING

Gymnastics originally meant "to train in athletic exercises". The term was first used in early Greece and it applied to all forms of athletic exercises such as running, jumping, throwing the javelin, and wrestling. Formal gymnastics had its beginnings in Germany early in the nineteenth century and soon spread throughout most of middle Europe. With the migration of middle Europeans to the United States in the latter half of the nineteenth century, the immigrants brought with them their folkways and forms of recreation which were implanted in newer surroundings. Since that time, gymnastic activities have been modernized and form an integral part of our physical education program.

Our present national concern for youth physical fitness has caused physical educators to give added emphasis to gymnastics, as a method of training and conditioning for improved fitness.

The exercises and movements, upon which gymnastics are based, are the natural activities of growing youth such as swinging, hanging, vaulting, supporting, and jumping. Good bodily coordination, grace, muscle strength and courage are all demanded of the performer. Gymnastics then serves as a basic activity in our modern physical education program.

While each stunt is given detailed analysis it is presumed that the separate stunts will be combined by the teacher into a sequence or series of progressive moves. The emphasis in teaching and in testing should be upon form as well as performance, in the same way that a performer is tested at an interscholastic gymnastic meet or exhibition.

OBJECTIVES

To develop neuro-muscular coordination
To develop muscular strength and endurance
To develop flexibility and agility of movement
To provide opportunity for creativity and self-expression
To develop "cautious courage" and self-confidence
To inculcate habits of safety
To improve body form and grace of movement

APPROACH AND MOTIVATION

Gymnastic presentation at a school assembly
Bulletin board displays
Gymnastic clinics and exhibitions
Varsity team with interscholastic competition
Gymnastic Club
Movies, film strips, slides, charts, diagrams
Testing program with grade standards as a form of motivation for improved performance
Individual pupil-progress cards
Class-progress charts

1. SCOPE AND SEQUENCE OF SUBJECT MATTER IN: GYMNASTICS
(Grade Placement of Skills)

CODE:

B – Basic skills to be taught in the grade. (Minimum essential)

R – Review of basic skills

O – Optional skills, to be taught if time permits, or, if class progress permits.

ADV. – Advanced skills, to be taught after basic skills have been mastered.

SKILLS	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
TUMBLING						
Squat head balance	B	R	R	R	R	R
Forward roll	B	R	R	R	R	R
Backward roll	B	R	R	R	R	R
Back bend	B	R	R	R	R	R
Shoulder roll		B	R	R	R	R
Backward roll with snapdown		B	R	R	R	R
Series of rolls		B	R	R	R	R
Tip up		B	R	R	R	R
Head stand			B	R	R	R
Forward and backward roll, with half twist			B	R	R	R
Handstand with support				B	R	R
Cartwheel				B	R	R
Kip up				B	R	R
Head spring					B	R
Front handspring					B	R
Handstand with support, into forward roll					B	R
Handstand					O	ADV.
Round-off					O	ADV.
ROPE CLIMBING						
Skin-the cat	B	R	R	R	R	R
Crab hang	B	R	R	R	R	R
Inverted hang	B	R	R	R	R	R
Climb half-way, feet and hands		B	R	R	R	R
Climb to the top, hands and feet			B	R	R	R
Climb, one-quarter way, hands only			B	R	R	R
Climb half way, hands only				B	R	R
Climb to top, hands only					B	R
Climb one-quarter leggth, "L" position					B	R
Climb half length, "L" position					O	ADV.

SCOPE AND SEQUENCE OF SUBJECT MATTER (Continued)

SKILLS	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
PYRAMIDS						
Single, dual, and trio stunts	B	R	R	O	O	O
Advanced designs		B	R	O	O	O
PARALLEL BARS						
Cross rest (support)	B	R	R	R	R	R
Cross rest, riding seat	B	R	R	R	R	R
Straddle travels		B	R	R	R	R
Front or rear dismount		B	R	R	R	R
Forward roll			B	R	R	R
Shoulder stand				B	R	R
Cross rest				B	R	R
Cross Riding Seat				B	R	R
Side riding seat, left and right				B	R	R
One leg cut mount					B	R
Forward roll to straddle					B	R
Rear Scissors					B	R
Front vault dismount					B	R
Hip roll					O	ADV.
Backward to straddle						B
Forward roll to upper arm hang					O	ADV.
Kip to straddle seat						ADV.
Double leg cut-off, Dismount						ADV.
HORIZONTAL BAR						
Skin the cat	B	R	R	R	R	R
Pullups	B	R	R	R	R	R
Leg raises (tuck) — Swings	B	R	R	R	R	R
Crab hang		B	R	R	R	R
Leg raises, knee straight		B	R	R	R	R
Hip Swing Up			B	R	R	R
Swing dismount (on rear swing)			B	R	R	R
Forward roll to hang				B	R	R
Single knee mount				B	R	R
Forward single knee circle to a hang					B	R
Underswing dismount					B	R
Double Leg Circle Backward to Hang					B	R
Swing to single knee mount, outside of hand					O	ADV.
Backward knee circle					O	ADV.
Backward Free Hip Circle					O	ADV.
Front Kip					O	O

SCOPE AND SEQUENCE OF SUBJECT MATTER (Continued)

SKILLS	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
SIDE HORSE						
Single leg cut (left and right)				B	R	R
Leg cut dismount				B	R	R
Leg cut, travel to the center					B	R
Leg cuts from front to rear support					B	R
Travel to croup or neck					B	R
Vault dismount from croup or neck					B	R
Travel from leg cut in support from croup or neck					O	ADV.
Travel from croup to neck					O	ADV.
Rear vault dismount					O	ADV.
VAULTING BUCK OR HORSE						
Squat stand then jump	B	R	R	O	O	O
Squat stand, jump, then forward roll	B	R	R	O	O	O
Courage vault	B	R	R	O	O	O
Front vault		B	R	R	R	R
Squat vault		B	R	R	R	R
Flank vault			R	R	R	R
Rear vault			B	R	R	R
Wolf vault			B	R	R	R
Rear scissors (from flank sitting position)				B	R	R
Side straddle dismount (from stoop falling position)				B	R	R
REBOUND TUMBLING (IF FACILITY AVAILABLE)						
Bounce and break	B	R	R	R	R	R
Hands and knees drop	B	R	R	R	R	R
Knee drop	B	R	R	R	R	R
Knee drop, half twist to stand		B	R	R	R	R
Knee drop, half twist to knee drop		B	R	R	R	R
Seat drop			B	R	R	R
Seat drop, half twist to stand			B	R	R	R
Hands and knees to front drop				B	R	R
Front drop combinations				B	R	R
Front drop from stand					B	R
Back pullover to hands and knees					B	R
Three-quarter front somersault						ADV.
Back drop						ADV.
RINGS (IF TIME PERMITS: IF FACILITY AVAILABLE)						
Inverted hang				B	R	R
Crab hang				B	R	R
Backward extension, pull to inverted hang				B	R	R
Muscle up to front rest					B	R
Forward roll to inverted hang					B	R
Single leg cut to dismount						ADV.
Muscle ups						ADV.
"L" in support position						ADV.

Recognition of achievement and progress through a point system of awards.

Trained Leader's Corps. Utilize the skills of the corps for demonstrations in class, as safety spotters, and the like.

INSTRUCTIONAL MATERIALS

Sufficient mats
Climbing ropes 16-20 feet in length
Parallel bars
Low parallel bars (Parallets)
Horizontal bars
Side horses
Trampoline
Beat boards
Vaulting buck (Optional)
Rings (Optional)

CLASS ORGANIZATION AND MANAGEMENT

Organize the class into small squad units. The size of the squad will depend upon the number of pieces of apparatus equipment available.

Whenever possible, the entire class should participate in the unit activity.

In tumbling, with sufficient mats, all pupils can participate at the same time.

A system of squad rotation should be planned for variety and skill practice.

Student classification is necessary. A pre-test or physical fitness score may be used to determine the classification.

Trained student leaders should be assigned to each piece of apparatus for safety spotting.

Do not permit more than one boy at a time on the bars.

Have pupils maintain grasp as long as possible when executing dismounts, and the bar should be grasped immediately upon landing.

Where possible have different heights of bars to provide for differing heights of performers so that feet are not dragged on the mats.

Bars should be moved only under the direct supervision of the teacher.

Squad rotation charts posted in advance of the period, or of the unit, can facilitate the movement of squads in a squad-rotation plan.

In the Platoon System of teaching, one platoon can utilize all available gymnastic apparatus while other platoons are at other platoon stations.

Pre-plan activities so that each pupil is purposefully engaged in a learning experience. Do not allow this unit to move into the area of optional choice of activity.

Provision should be made for the organization of an apparatus squad to facilitate the advance movement and placement of apparatus for the period.

Where possible, planning should involve departmental procedures so that classes which follow the first class should already have apparatus prepared for them inasmuch as most classes will be engaged in the unit at the same time.

The squad should be placed so as to be in a position to observe demonstrations and the work of their squad members. They can learn by observing mistakes of others.

General demonstrations can be given on a piece of apparatus moved to the center of the floor and by having the class grouped in a semicircle around the demonstration area.

It is efficient to place the squad in a line parallel to the apparatus and several steps away. Designate one side of the parallels and other apparatus as the starting side.

In tumbling, have the pupils shuttle from one side of the mats to the other, sit down when finished, and then start from the opposite side.

GENERAL TEACHING SUGGESTIONS

Before engaging in activities have a thorough and inclusive warmup with emphasis upon upper extremities, shoulder girdle, and neck and back muscles.

During free activity, safety leaders should be placed at all apparatus.

Teach pupils how to fall with relaxed and tuck position if falls are imminent and unavoidable.

Newly taught skills must be practiced and learned thoroughly before moving onto more complex skills. Gradation and progression, herein provided in required skills, should be adhered to as much as possible.

Each skill should be reduced to its basic components, and the pupil should be given some insight into the end product desired by means of a complete demonstration.

Trained student leaders who are competent and interested in their job will give confidence to the pupils.

Motivate improvement through posting required standards of achievement and through self-testing activities.

Prepare a well planned and interesting bulletin board exhibit with pictures, charts, diagrams, etc. Have stick figure charts of required moves posted at each piece of apparatus.

Insist that skills be practiced with good form at all times.

Circuit training using the apparatus can replace free activity and can be used as a form of warmup. (See unit on Conditioning and Physical Fitness)

SAFETY PRECAUTIONS – GENERAL

A safety check list for pupils should include the following:

- Do I observe the safety rules at each piece of apparatus?
- Do I always work with a safety spotter?
- Am I properly warmed up before engaging in activity?
- Am I properly dressed in gymnasium costume, without jewelry, medals, or carrying pens, etc?
- Do I recognize my own physical limitations? Do I refrain from attempting difficult stunts when fatigued?
- Do I attempt advanced skills only after I have perfected basic skills?
- Do I know how to fall, if a fall is unavoidable, without injury?
- Once I have committed myself to a stunt, do I follow it through to its completion to prevent injury?
- In the performance of a stunt, do I allow myself to be distracted from my performance?
- Do I always use magnesium chalk to prevent my hands from slipping?

Make a safety check of each piece of apparatus at the beginning and at the end of each period.

Make sure that mats are properly placed around each piece of apparatus.

Always place mats with the tufted side down.

Never overlap or leave gaps in the mats.

Be sure that the performer has a complete idea of his performance before he goes onto the apparatus.

Do not rely on the skill of the performer. Make sure that a trained safety spotter is present at all times.

Teach the class to make use of the rolling motion, or tuck position to prevent injury in

falling. Remind class constantly of falling techniques.

Safety spotters should be taught the following techniques:

- **Know in advance what the performer is going to do. Place yourself in a position to be able to break a fall.**
- **Stand close to the apparatus, spread feet for a wide base and have arms raised ready for action.**
- **Don't try to catch the performer, but rather break his fall, especially protecting the head and shoulders.**
- **Watch the performer closely at all times and try to keep in rhythm with him.**
- **Never place the arms between the performer and the bar, but break his fall under the parallel bar.**

Do not use any defective apparatus.

Do not permit the use of apparatus unless a teacher is present.

Keep the gymnasium locked when not in use.

SAFETY PRECAUTIONS – SPECIFIC

Parallel Bars

Spot underneath the bar.

Place mats properly. All ironwork should be covered by mats.

Make sure that the bars are off the casters when in use.

Adjustable bars should be securely locked by the spring pin.

The bars should be smooth and free of splinters.

Do not allow double cut-off dismount for regular class.

Inspect parallel bars for security of bolts, pins, and other parts.

Assign one part of the bar for starts and the other part of the bar for finishes.

Horizontal Bars

Provide for a landing area of sufficient space with mats placed to clear all possible forms of dismounts.

Keep the bar free from rust, and rubbed down with carborundum paper. It should not be too smooth.

Check the guy wires to make sure that they are tight and the "T" bolt properly secured into the floor plate.

Have magnesium available for use to prevent hands from slipping.

Make sure that all pins, screws, bolts and floor plates are secure.

Check to make sure that pupils use approved grasp.

In the regular class instruction period do not allow exercises other than the ones which are being taught and have been approved. Such difficult stunts as giant swings, and flyaways should not be allowed in regular classes.

A trained leader should be spotting at all times. Spotters can prevent falling by grasping the wrists. Assist the performer by a hand under the leg, or body.

Stabilize a performer's position by checking rotation with a hand on the body.

Side Horse

Make sure the apparatus is off its casters.

Provide landing mats with sufficient area to take care of a possible extended fall.

Check to see that the pommels are securely fastened. Pommels should be slip-free.

A trained leader at the finish point of vaults and dismounts should be assigned.

For most vaults grasp the vaulter near the upper arm at the armpit with one hand, and grasp the wrist of the same arm with the other hand. Move with the vaulter.

The Straddle Vault should not be permitted.

Climbing Ropes

Test the ropes before students use them. The shackle bolts attaching the ropes to the steel beams at the ceiling should be checked periodically.

Secure ropes out of the way when not being used.

Repair loose fibers with tape. No knots should be permitted.

Mats should be placed so that they extend several feet on all sides of the rope. The mats should not overlap.

Watch for evidence of fatigue or dizziness.

Do not allow swinging on the ropes.

Do not allow pupils to pull on the ropes when another boy is climbing.

The descent should be hand over hand. Never allow sliding down the ropes.

Do not allow hanging from the ceiling supports.

Tumbling and Stunts

Have mats properly placed with sufficient room at the side of the mat between squads so that a pupil rolling sideways does not collide with a pupil from the next file.

Teach pupils how to roll with a relaxed tuck position.

Make sure the mat is cleared for a performance before allowing the next performer to continue.

Do not allow spaces between mats if several mats are used placed together.

Pupils should practice only stunts which are being taught.

Advanced stunts should only be performed by leaders, and qualified advanced performers.

On forward and backward rolls assist by helping the pupil keep the weight off the head and neck, and by keeping him in the tuck position.

On balance stands, assist the performer by keeping him from over balancing.

When this should occur, pupil should be taught to tuck immediately to prevent injury by an abrupt fall on the flat of the back.

Trampoline – (Rebound Tumbling)

The frame should be padded, at the head, foot and sides with regulation padding.

Mats should be placed around the frame at a sufficient distance to brace a fall.

No pupil should be on the apparatus unless a teacher is present.

Only one pupil should be allowed at a time. Discourage double bouncing.

Teach pupils to dismount safely by grasping the frame and stepping down.

Learn stunts through proper progression, as not only as a safety measure but also as fundamental to the learning process.

Horseplay has no place in the program.

There should be an organized rotation plan so that all may jump without undue fatigue.

Spotters should be assigned on all *four* sides of the apparatus. The students should be taught spotting techniques.

The instructor should be familiar with "on the bed" spotting techniques.

A student spotting drill is suggested.

For difficult stunts and for advanced performers it is suggested that a mechanical aid for spotting in the form of a safety belt should be used.

Canvas or webbing should be kept clean and washed frequently.

Do not allow practice in street shoes.

Rings

Use mats along the entire length of the swing.

Use magnesium carbonate chalk on the hands before working.

Teach the dismount. When dropping off the rings, always have the pupil do so from the top of the back swing.

Use a traveling overhead safety belt.

Don't allow pupils to swing too high.

Start all stunts from the shoulder height still rings.

The stunts are not advised for beginning students, but rather for the more advanced with strength of shoulder girdle to be able to perform.

GRADE 7: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

SQUAT HEAD BALANCE

ANALYSIS

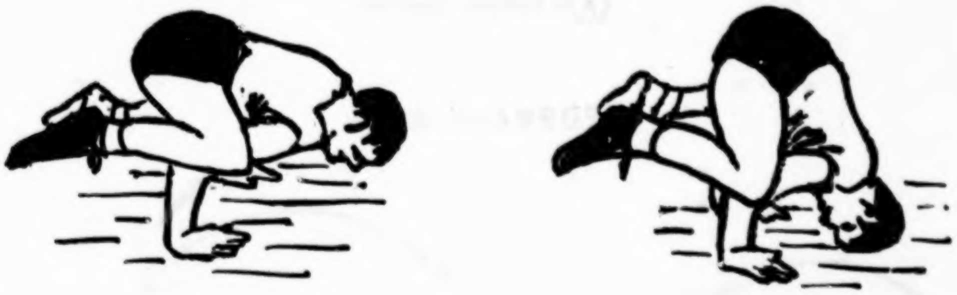
This stunt is designed to accustom the pupil to the upside down position.

Start from the squat position, hands on the mat, fingers spread apart, pointed forward, shoulder width apart.

The knees are placed firmly against the arms above the elbows.

From this position lean forward slowly until the head touches the mat.

Hold the position.



TEACHING CUES

The weight should be evenly balanced between the points of the triangle made with the hands and the head.

The heels should be off the floor.

In order for the triangle to be formed, the head should be well forward.

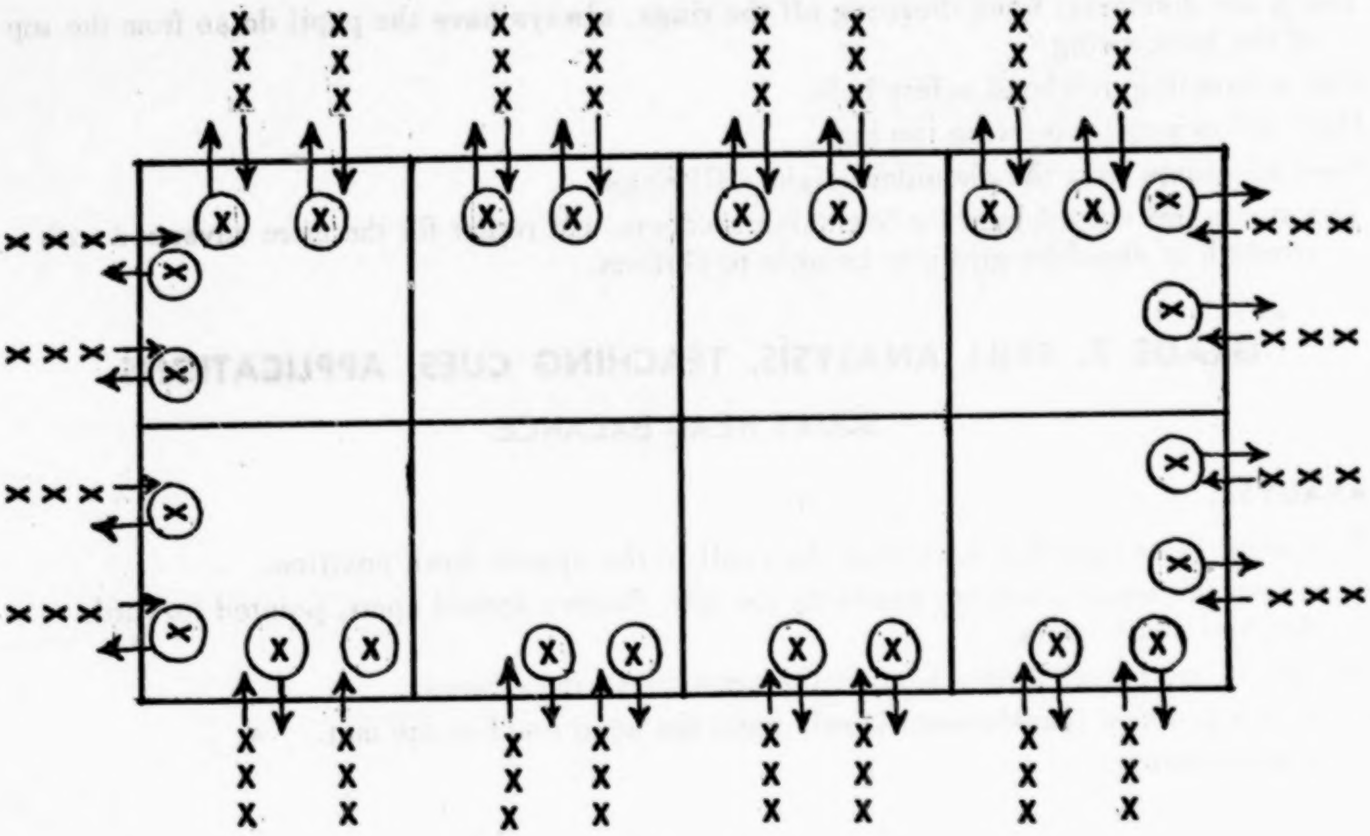
Pupils will tend to shift their hands after placing the head which prevents the base from being formed properly.

The head balance is basic to learning good balance in an inverted position.

APPLICATION

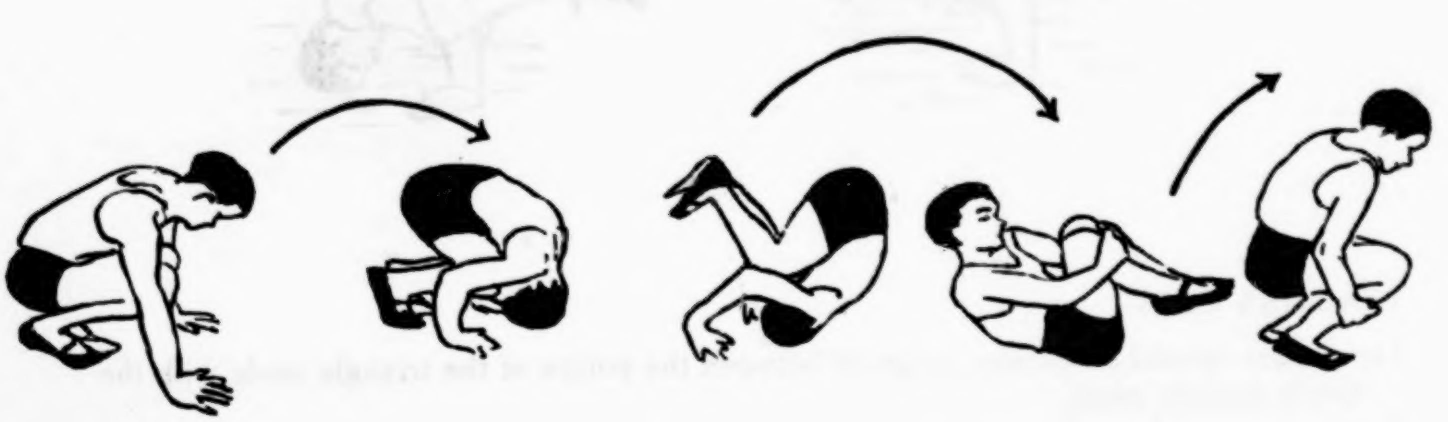
Have pupils facing inward on the mats starting from the edge of the mat on the floor. See diagram below.

ORGANIZATION OF THE CLASS FOR BALANCE STUNTS



Ⓧ=Safety Spotter

FORWARD ROLL



ANALYSIS

The roll is basic to tumbling.

Starting position is with hands flat on the mat, shoulder width apart, fingers pointing forward, with the knees between the arms.

Push off with hands and feet, forward on your hands.

As you move off balance forward, tuck the chin between the arms. Keep the chin on the chest and put the back of the head on the mat.

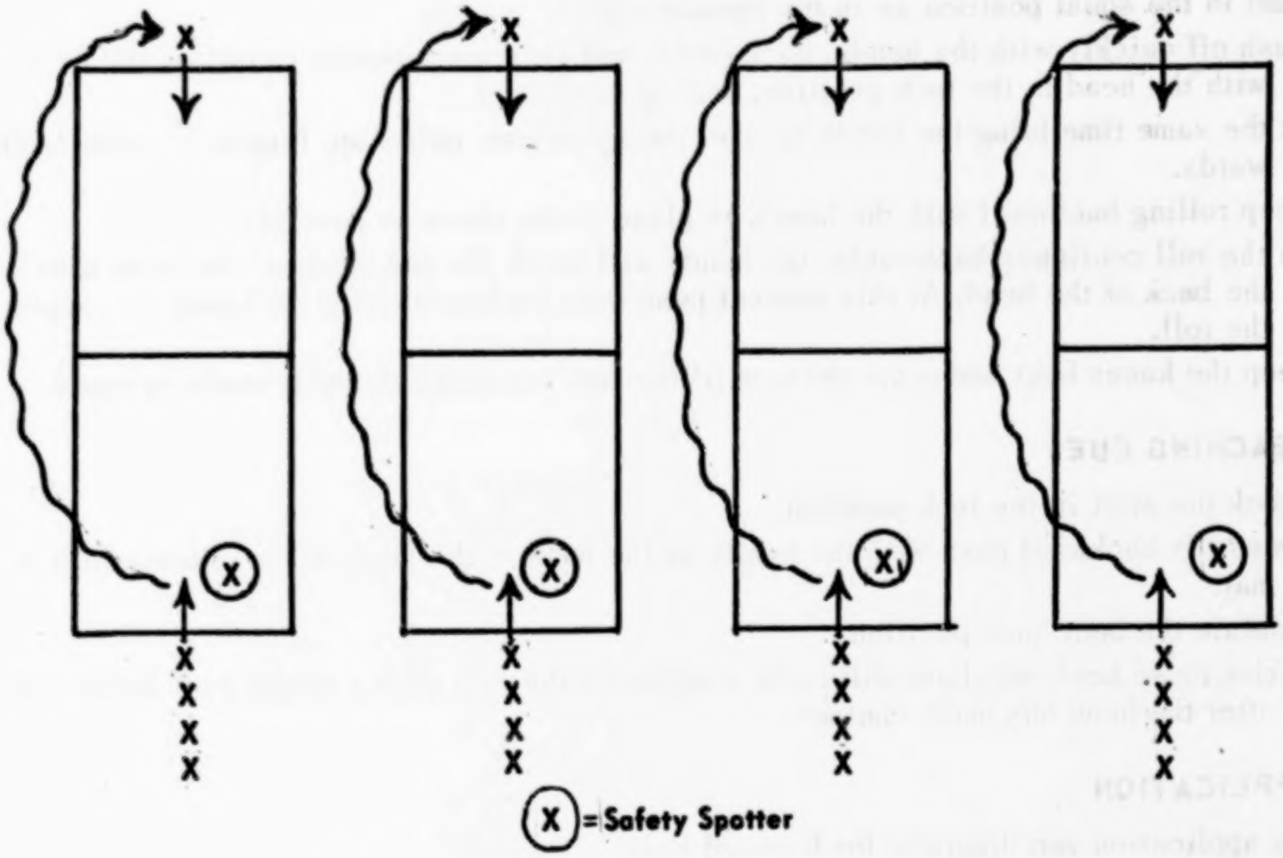
Keep rolling, and as the weight comes off the hands roll onto the back, grasp the shins, and pull up onto the feet.

TEACHING CUES

First, have pupils assume the tuck position without rolling until they get the idea of rolling into a ball with rounded back.

Have pupils maintain the tuck position so that the contact with the mat is with the back of head and neck, rather than the top of the head.

SHUTTLE FORMATION FOR TUMBLING AND ROLLS



Where necessary, have a leader hold the boy's head down onto his chest with one hand and push with the other to get the rolling action.

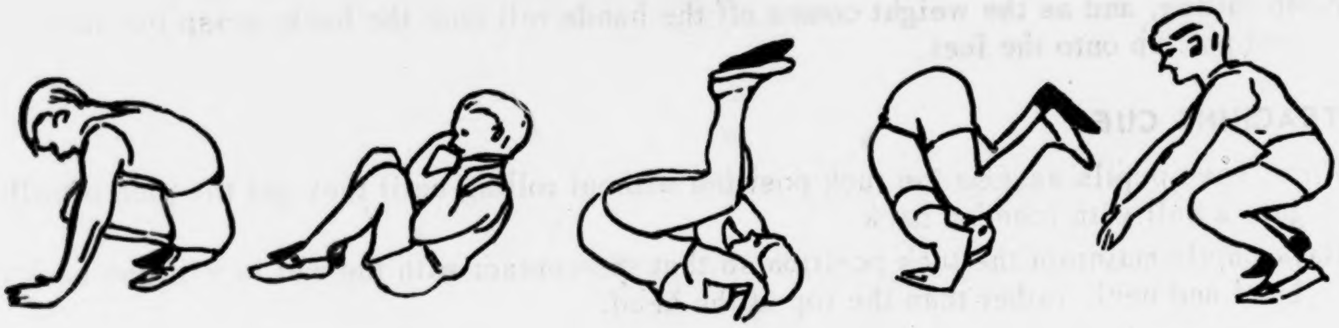
Stress maintaining the tuck position until the body has completed the roll and is well forward in order to give impetus to the completion of the stunt up to the standing position.

APPLICATION

Have pupils in a shuttle formation, and when all in the file have completed the stunt, then go back to the starting point. (See diagram)

Don't have them do more than four rolls in consecutive order since many may experience feelings of dizziness.

BACKWARD ROLL



ANALYSIS

Start in the squat position as in the forward roll.

Push off quickly with the hands, backwards, and sit down, starting to roll on the back, with the head in the tuck position, and the back bent.

At the same time bring the hands up over the shoulders, palms up, fingers pointing backwards.

Keep rolling backward with the knees as close to the chest as possible.

As the roll continues backwards, the hands will touch the mat at about the same time as the back of the head. At this moment push hard backwards with the hands to complete the roll.

Keep the knees bent under the chest until the feet are under the body ready to stand.

TEACHING CUES

Check the start in the tuck position.

Stress the backward push with the hands as the back of the head makes contact with the mat.

Maintain the bent knee position.

Assist those boys who have difficulty completing the roll, with a slight push backwards after the head has made contact.

APPLICATION

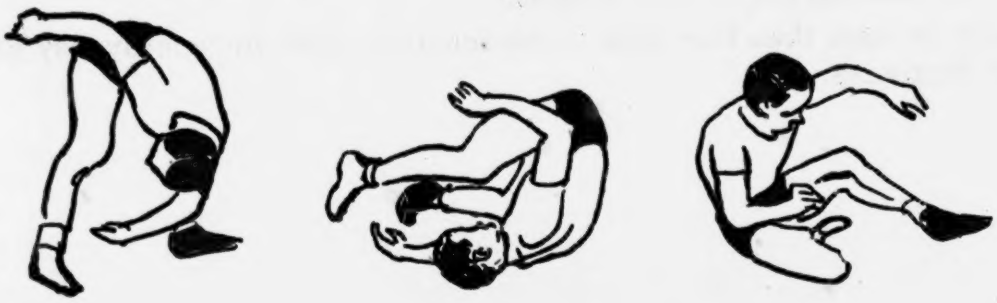
See application and diagrams for Forward Roll.

GRADE 8: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

SHOULDER ROLL

ANALYSIS

This is one of the basic movements in many sports. It is also a basic safety move when accidently falling to one side.



Stand with feet well apart, left arm extended at shoulder height.

Start by throwing your left shoulder toward the mat, in a rolling movement.

Forearm and elbow touch the mat momentarily.

As the weight comes over the left shoulder, bend the knees and keep rolling across the shoulders and the upper part of the back.

The knees are bent as the roll is made toward the right knee.

The momentum of the roll should carry the body back up onto the feet.

TEACHING CUES

Stress bent knees and relaxed curved position of the back all the way round until onto feet once more.

Practice rolling both to the right as well as the left.

Have class practice the roll from a bent knee position first, and then from the erect position.

APPLICATION: See shuttle diagram and application for Forward Roll.

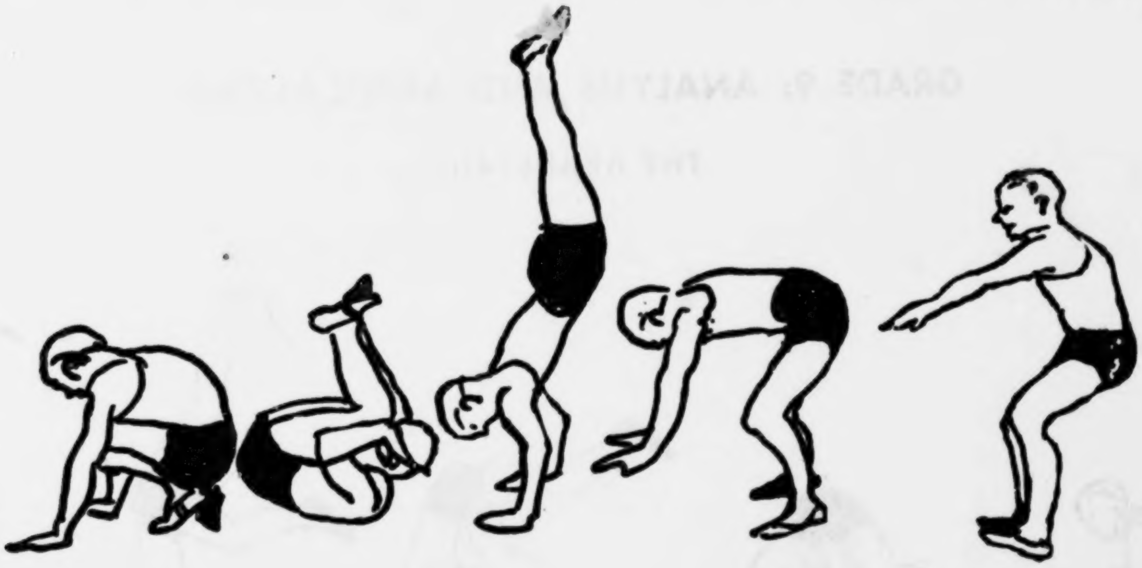
BACKWARD ROLL WITH SNAPDOWN

ANALYSIS

This movement starts out in the same way as the backward roll.

As the body comes around, the legs kick up to a partial hand stand.

This is followed through with a back extension, arching the back, and whipping the legs outward and downward to the mat, at the same time pushing off with the hands, landing in an upright position.



TEACHING CUES

The snap down is a leadup to the back extension.

The spotter can assist the extension by placing the hand in the small of the back, and the other hand on the legs forcing the back extension.

SERIES OF ROLLS

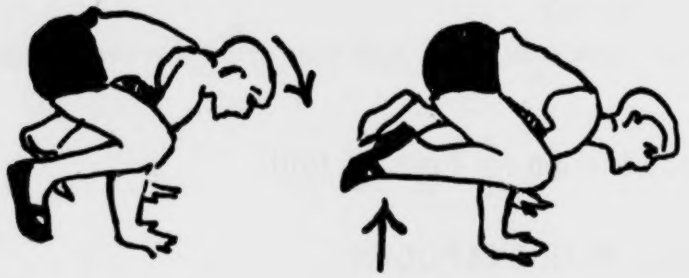
ANALYSIS

Pupils do combinations of forward and backward rolls.

Backward rolls may be done with snapdowns, and then going into another backward roll, or facing about and doing a forward roll.

APPLICATION: See formations for Forward and Backward Rolls.

TIP UP



ANALYSIS

Have students do squat hand balance.

From this position do the head balance.

Pupils then kick legs up into head balance, arching the back.

This position is basic to more difficult balance stunts.

TEACHING CUES

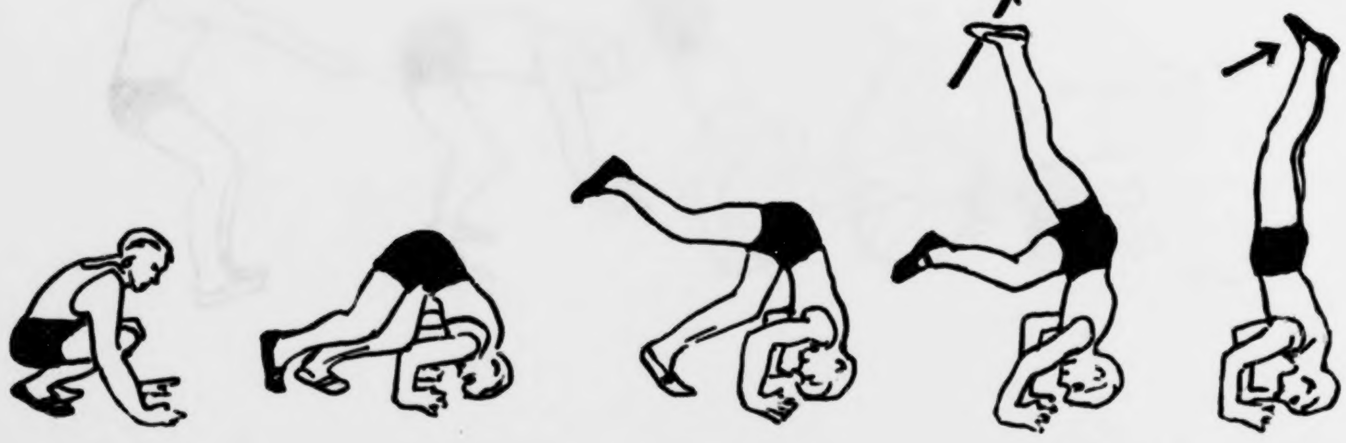
Review squat balance, and squat head balance before going into the final head balance.

To help students find points of best body arch and balance point, have the class work with partners. The partner should catch the ankles as the performer does his kick up. Hold the ankles until the performer feels secure.

APPLICATION. See shuttle formation and other formations in squat stands.

GRADE 9: ANALYSIS AND APPLICATIONS

THE HEADSTAND



ANALYSIS: See Head Balance, page 217, and illustration opposite.

FORWARD AND BACKWARD ROLL WITH HALF TWIST

ANALYSIS

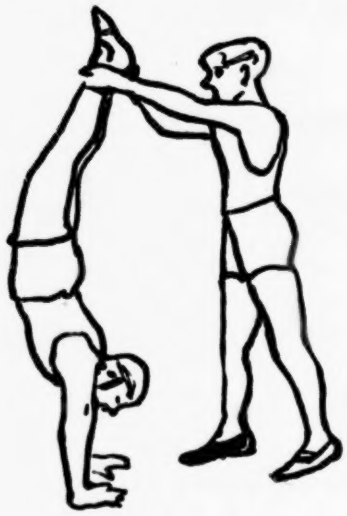
As the student goes into the forward roll he crosses his legs, and at the finish executes an about face.

He then is in a position to go into a backward roll.

APPLICATION: See shuttle formation of the forward and backward rolls.

GRADE 10: ANALYSIS, TEACHING CUES, APPLICATIONS

HAND STAND (WITH SUPPORT)



ANALYSIS

Review tip up and head balance, also forearm balance.

This is one of the important balancing stunts, and is basic to more advanced skills in tumbling and other gymnastic activity.

Arms should be almost straight, fingers spread and pointing forward with hands flat on the mat, shoulder width apart.

The head should be up and the eyes looking at a spot forward on the floor. The head head should be kept steady and unwavering.

Both feet are on the mat, one close to the hands, and the back leg extended.

From the starting position, the back foot kicks up, after which the front foot follows upward with a pushoff, until both legs are in the upright position.

As the body nears the balance point, bring the legs together, arch the back, and keep the head thrust back.

TEACHING CUES

For easier learning and safety, have this stunt done with a partner.

The partner holds the ankles until the balance position is achieved.

Teach the class to bend the arms, tuck the head into the chest when falling and go into a forward roll, to prevent injury.

APPLICATION

See shuttle and other formations to be used as in forward and backward rolls.

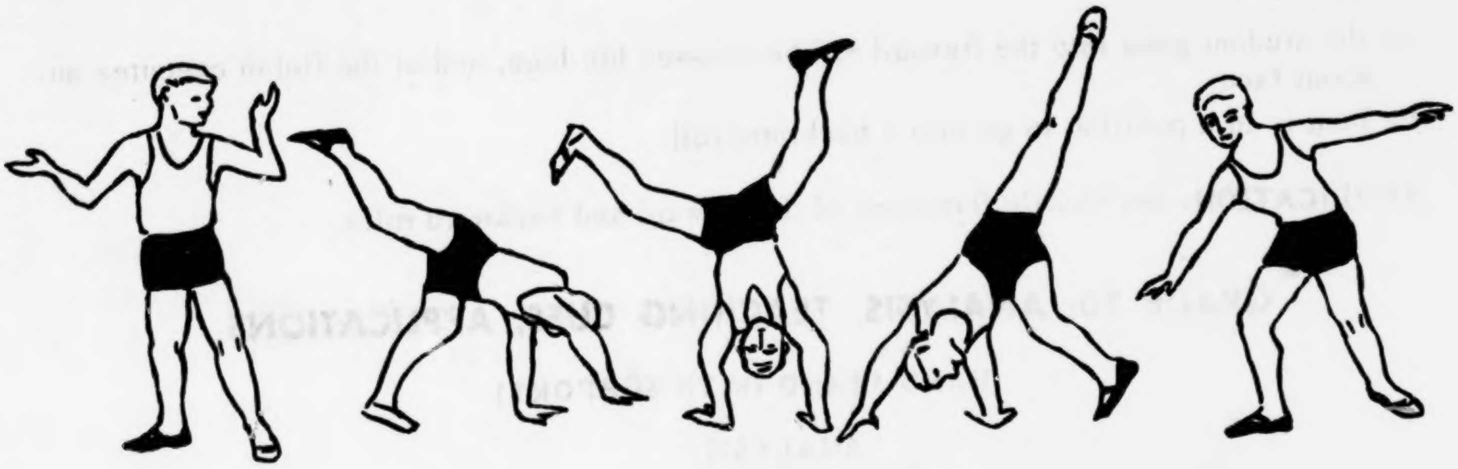
Have group work in pairs.

THE CARTWHEEL

ANALYSIS

The body and limbs must be kept flat all the way round.

Start with arms and legs spread.



Throw the weight to the left, bending sideways at the hip, aiming to throw the left hand to the mat about two feet from the left foot.

As the left arm drops, the right arm comes up and over the head and then down towards the mat.

The right leg follows upward.

As the right hand touches the mat push off with the left foot and swing both legs up and over the head in the same plane.

Bring the feet to the mat, keeping up the momentum of the roll.

As the right hand pushes off the left foot swings down.

TEACHING CUES

Keep the body in one plane.

Draw a chalk line down the mat and have the pupil keep to this line in the placement of the arms and then of the feet.

Keeping the head back, and the back arched, will help to keep the body in a wheel-like motion in the same plane.

Have a spotter assist in the maintenance of the momentum.

APPLICATION

See diagrams for forward and backward roll.

KIP

ANALYSIS

Do a forward roll to a wrestler's bridge.

Then starting from a lying position roll backwards until the legs touch the floor in back of the head.

From this position, whip the feet forwards and upwards over a rolled mat, arching the back, and then throwing the hands forwards as the body straightens up.

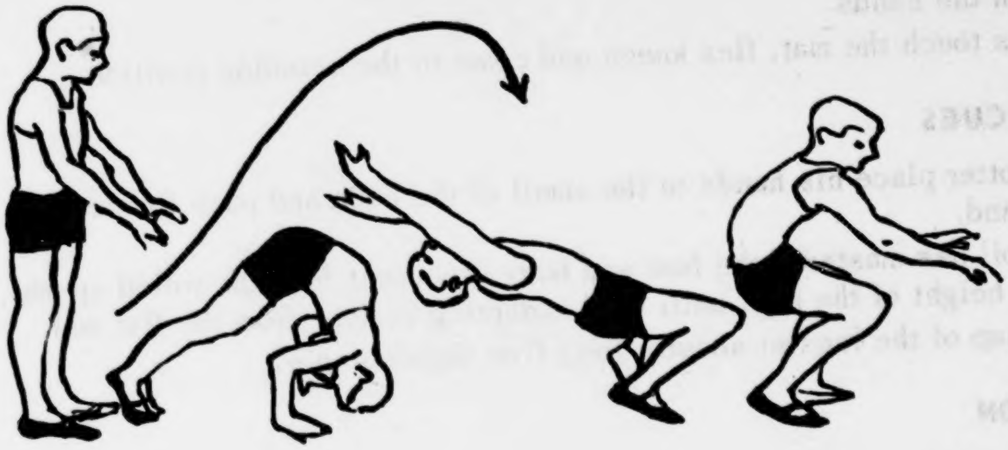
TEACHING CUES

The legs should be as straight as possible to begin the backward roll.

Use a rolled up mat to get the idea of the height of the legs on the forward motion.

Have the spotter place his hand in the small of the back and push forward as the legs come through the motion.

Have the toes aim for the crack made between ceiling and wall, at about a forty-five degree angle.



APPLICATION: See diagram for rolls, and headstand.

GRADE 11: ANALYSIS, TEACHING CUES, APPLICATIONS

HANDSTAND, WITH SUPPORT INTO A FORWARD ROLL

ANALYSIS

See handstand in Grade 10.

A spotter supports the ankles.

When the student is to go into the forward roll, the arms are bent, the chin tucked into the chest, and the knees are bent and tucked in.

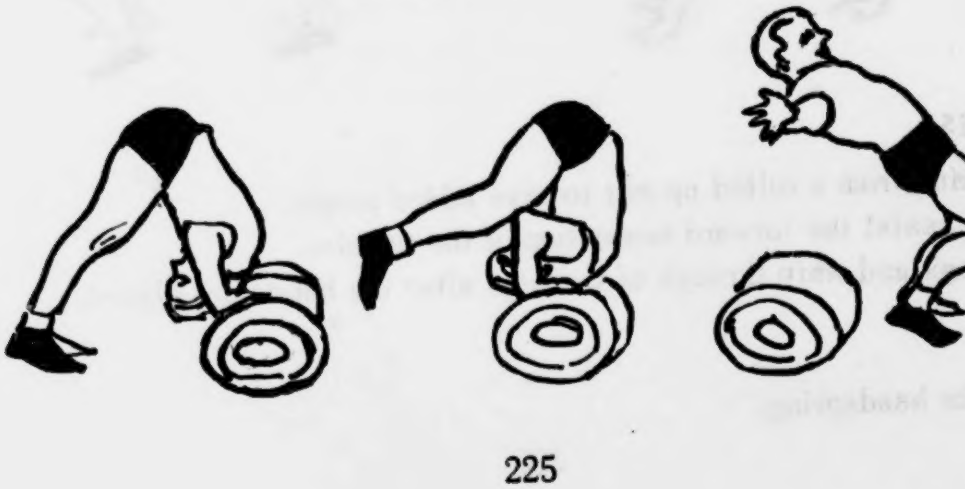
TEACHING CUES

See handstand in Grade 10.

APPLICATION

See application for handstand.

FRONT HEADSPRING



ANALYSIS

Start with a rolled mat. Place forehead on the mat and get into the pike position. Legs are straight.

Lean forward until the student feels himself falling off balance.

As the student starts to overbalance, whip the feet outward and downward at the same time.

Push up with the hands.

As the knees touch the mat, flex knees and come to the standing position.

TEACHING CUES

Have the spotter place his hands in the small of the back and push forwards as the feet come around.

After the pupil has mastered the feet and body movement from the rolled up mat, gradually lower the height of the mat, until the headspring is done from the flat mat.

Stress the snap of the legs at about a forty-five degree angle.

APPLICATION

Have pupils practice the stunt in pairs, after teaching spotting techniques.

See formation for headstand and neck spring.

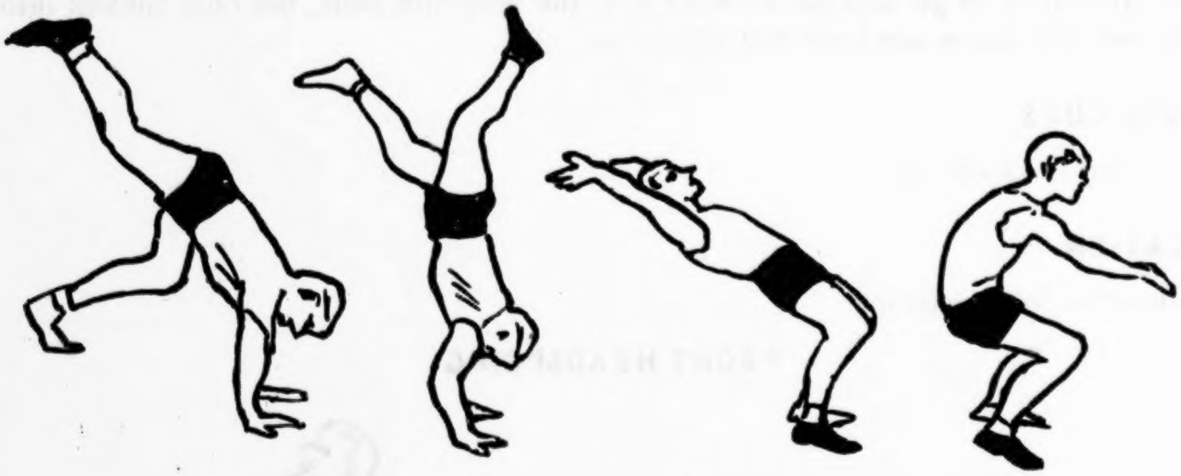
FRONT HANDSPRING

ANALYSIS

The headspring should be mastered first as a leadup to the handspring.

The action of the body is the same, except that the hands are placed flat on the mat instead of the head.

The arching of the back, and the movement of the feet are the same as the headspring.



TEACHING CUES

Start the handspring from a rolled up mat to give added height.

Have the spotter assist the forward momentum of the tumbler.

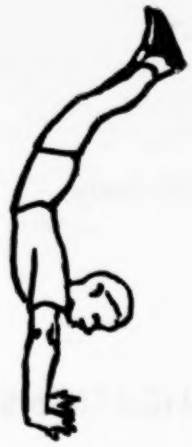
Stress straight legs and whip through of the legs after the hands are placed.

APPLICATION

See application for headspring.

GRADE 12: ANALYSIS, TEACHING CUES, APPLICATIONS

THE HANDSTAND



ANALYSIS

Review the head balance.

Add forearm head balance as leadups to the handstand.

Hands are shoulder width apart, and firm on the mat.

Both feet are on the mat, one close up to the hands, and the other back.

From the starting position kick up with the back foot, and after this foot has started upwards push off with the other foot continuing the movement until both legs are joined in the upright position.

The head should be back as far as possible and the back arched.

TEACHING CUES

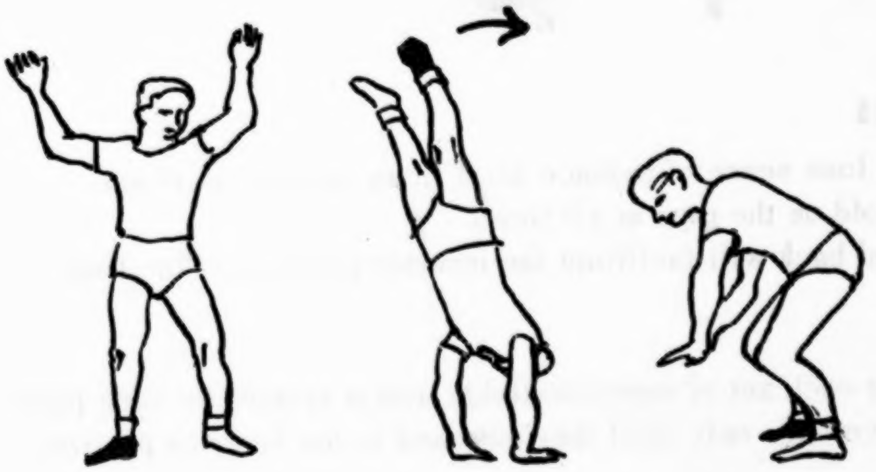
Review this movement with a spotter holding the legs.

After the pupil has gotten the "hold" and balanced position the legs may be let go.

APPLICATION

See application of headstand.

THE ROUND-OFF



ANALYSIS

Start as in a handstand.

The body is twisted sideways and the legs then spread apart.
The head is up, and the back arched.
As in a cartwheel, both feet touch the floor at the same time, as the body is twisted to face in the direction in which the pupil is moving.

TEACHING CUES

Review the handstand and the cartwheel.
Have the class practice after a demonstration has been given.
Stress pushing off with one hand, spreading the feet, and turning the body.

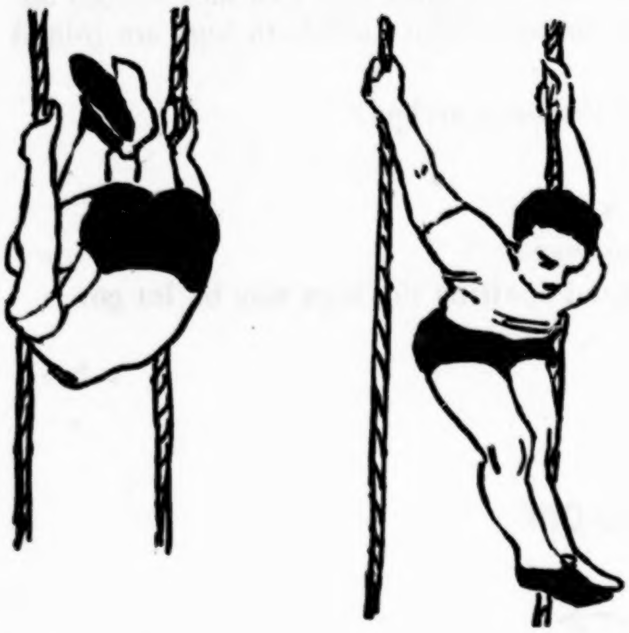
APPLICATION

See application for headstand.

GRADE 7: ANALYSIS, TEACHING CUES, APPLICATIONS

ROPE CLIMBING

SKIN THE CAT



ANALYSIS

Grasp the rope at shoulder height.
Spring from both feet bringing the knees to the chest.
Head and shoulders are thrown backwards allowing the body to turn over.
Drop the feet gently to the mat.

TEACHING CUES

Some pupils may lose sense of balance when in an inverted position.
Stress the firm hold on the rope at all times.
Snapping the head back will facilitate the inverted position of the body.

APPLICATION

Have one pupil at each set of ropes available with a spotter for each pupil.
Have them practice once only until they get used to the inverted position.

CRAB HANG (NEST HANG)

ANALYSIS

Grasp two ropes at shoulder height.

Spring from the floor and raise the hips above the head as in Skin The Cat.

Place a foot around each rope so that the body is facing the floor.

The back is arched and the head thrown back.

To return, bend the knees to the chest and remove feet from the rope, dropping the feet to the mat.

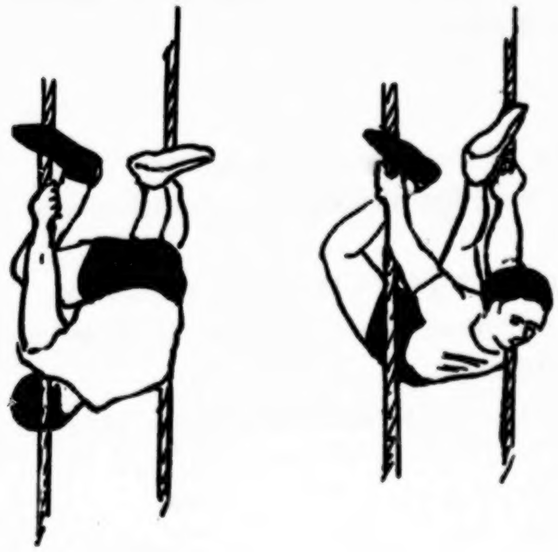
TEACHING CUES

See teaching cues for Skin The Cat.

Have pupil swing backwards slowly so as to grasp ropes with feet.

The feet should be locked at right angles to the leg.

Have spotter check body position on the return to prevent too rapid a return with the possibility of injury.



APPLICATION

See application for Skin The Cat.

INVERTED HANG

ANALYSIS

Start from the Crab Hang position.

The feet are slipped up the rope until the body is straight, the back arched, and the head back.

The feet are brought together and the position held.

TEACHING CUES

See teaching cues for Crab Hang, and Skin The Cat.

APPLICATION

See application for Crab Hang.

GRADE 8: ANALYSIS, TEACHING CUES, APPLICATIONS

CLIMBING TECHNIQUES – (HALF WAY UP)

ANALYSIS

Stand close to the rope, grasp it firmly in both hands as high as possible.

Elbows should be straight, and the hands close together on the rope.

The rope should rest against the inside of the knee, across the instep, and against the outside of the foot. (See illustration)

Cross the front foot over the rear foot so that the climber is now in a sitting position, with the rope held between the inner surfaces of the knees and the outer edges of the feet.

The climber should be able to hold this position without slipping.

The knees and hips are straightened simultaneously as the back is arched.

This is followed by the bending of the elbows.

The hands are then shifted upwards as far as possible to a new grasp.

To descend, the climber stays close to the rope and the leg grip is gradually released, the hands traveling downwards alternately one below the other. The outside of the foot is used as a brake. The descent should be slow and gradual.

TEACHING CUES

Make sure that the pupil does not slide down the rope as rope burns will result.

At first, merely have the pupil grasp and hang to get the idea of fixing the position of the body, arms, and legs around the rope.

Have the pupil raise the arms and legs alternately but once to get the climbing motion.

As the pupil gains in strength have him climb hand over hand about one-quarter of the way.

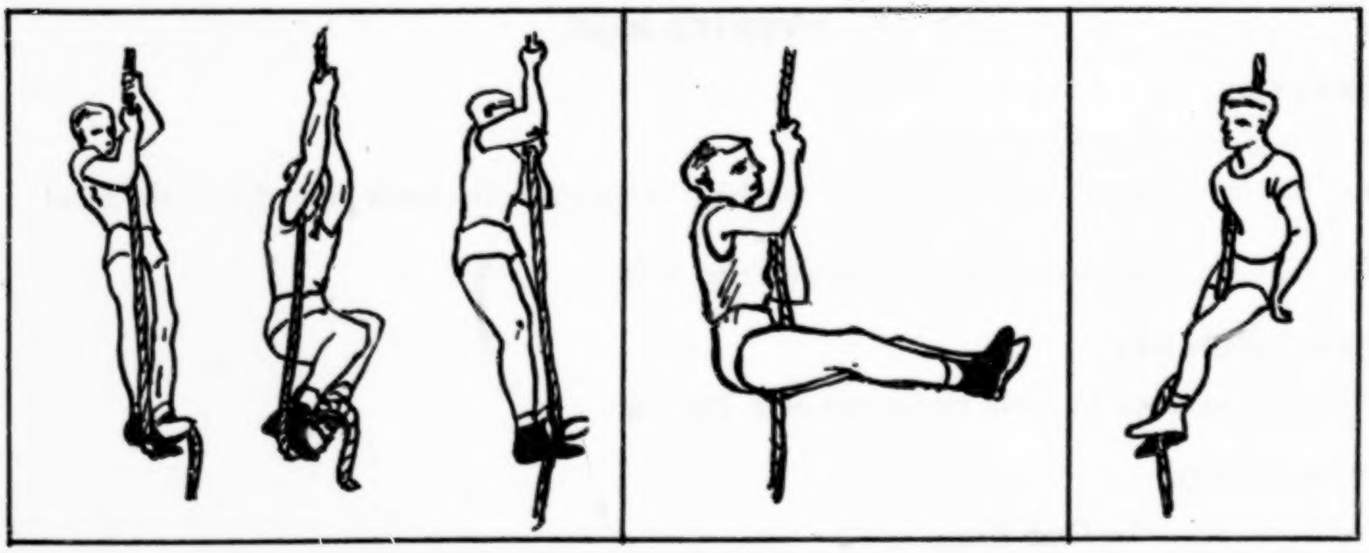
A slightly taut rope will assist in the preliminary instruction.

Until pupils become more familiar with the technique it is suggested that double layer of mats be placed at the ropes on all sides.

APPLICATION

Have pupils practice the rope climb under the teacher's direction.

Have several pupils practice at one time, depending upon the number of available ropes.



ROPE CLIMB – HANDS AND FEET   CLIMB "L" POSITION   REST-HANG

GRADE 9-12

ROPE CLIMB – (VARIOUS DISTANCES)

ANALYSIS – TEACHING CUES – APPLICATION

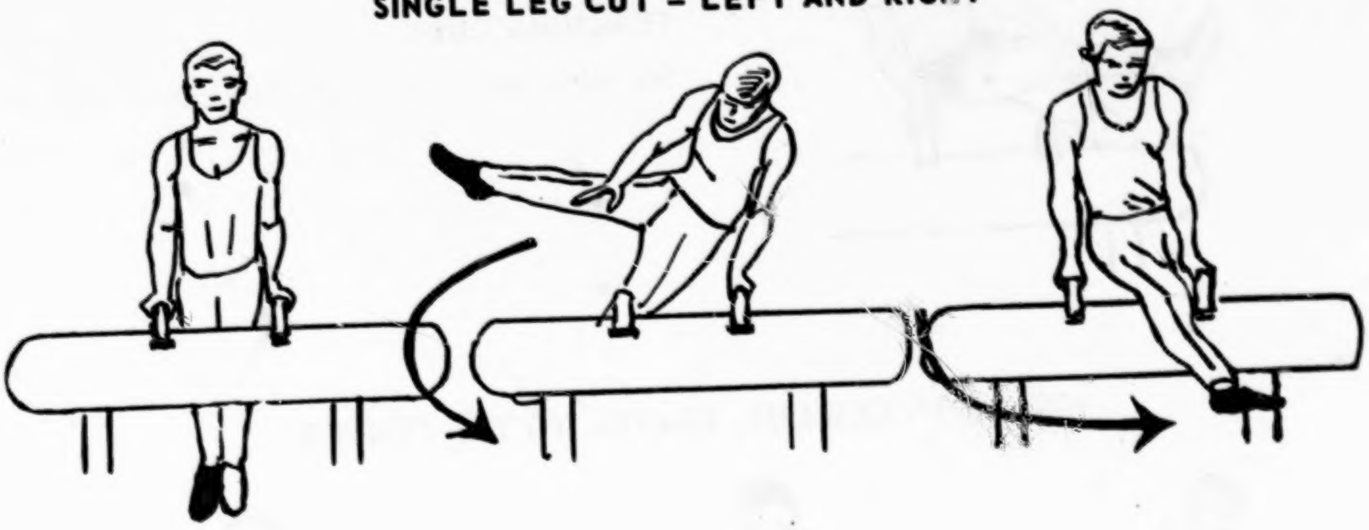
The distance traveled, and the technique used will depend upon the development of arm and back strength.

Daily practice should be encouraged.

The practice can be used in conjunction with the unit on conditioning and physical fitness.

GRADE 10: SIDE HORSE (If apparatus is available)

SINGLE LEG CUT – LEFT AND RIGHT



ANALYSIS

Start from the basic front support position.

Shift the weight to the left and swing the right leg (straight) over the right end of the horse.

Swing the leg between the pommel and the hand, releasing the grip and replacing it as the student lands in the saddle.

The completed position is with right leg in front, and left leg in back.

To complete the single leg half circle, reverse the procedure bringing the leg back into the original position.

TEACHING CUES

Give the class preliminary wrist curling exercises using weights, and pulleys to strengthen the wrists and forearms. (See unit on Conditioning)

Have the class learn to shift weight by practicing this from a front rest position, picking up one hand off the pommel and alternating with the other.

The swing while shifting weight should be from the shoulders.

The head should be up, with the back slightly arched and straight.

Insist upon good form in the practice of all apparatus stunts.

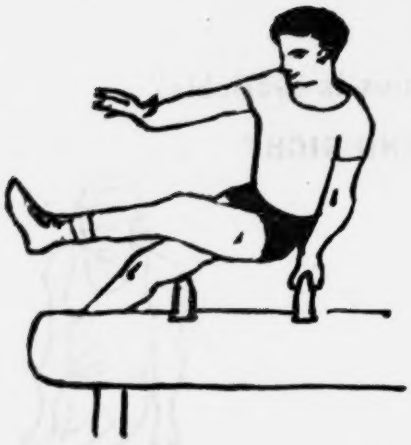
APPLICATION

See Appendix B for suggested placement of squads while practicing these stunts.

Class can shuttle from front to rear and remain seated until all in the squad have had a chance to practice the stunt.

Have each boy practice once before moving on to a second practice chance.

LEG CUT DISMOUNT



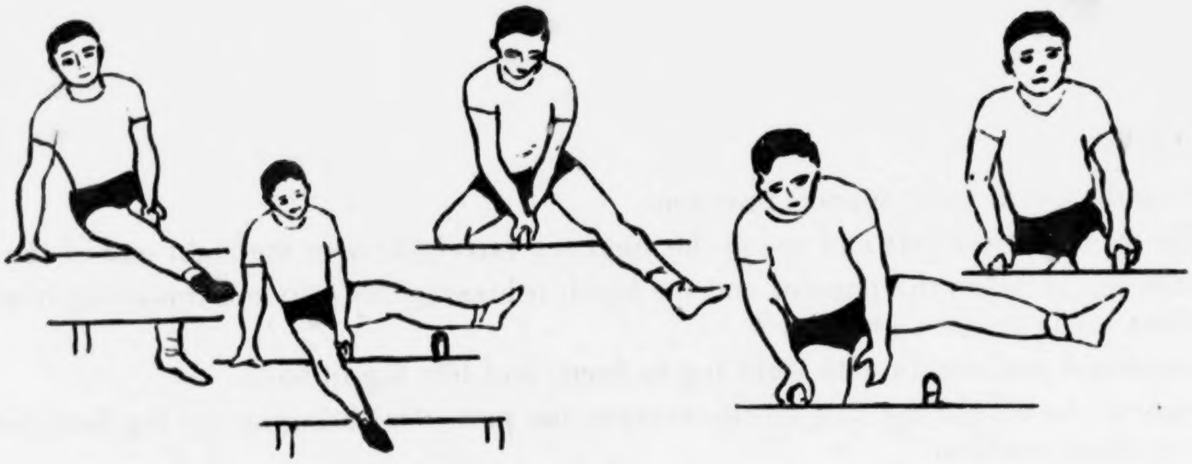
ANALYSIS

Front rest, cut right, cut left, then dismount forward pushing off from the pommels.

TEACHING CUES

See cues above for single half circle cuts.

GRADE 11: LEG CUT, TRAVEL TO THE CENTER



ANALYSIS

Left hand on the neck, right hand on the left pommel, jump to front support.

Right leg over left pommel, under right hand.

Left leg under left hand, over neck, to rear support.

Pivot on the right arm, half turn to the right, and left leg over right pommel, and left hand grasping the right pommel. (Final position)

The final position is the scissors with the left leg forward and the right leg to the rear.

TEACHING CUES AND APPLICATION

Arms must be kept straight throughout.

When moving the left leg, the weight should be on the right arm.

Knees must be kept locked, and toes pointed, with the body arched.

This stunt can be used as a mount to the mid-part of a routine.

LEG CUTS FROM FRONT TO REAR SUPPORT

ANALYSIS

From front support, left leg over left pommel and under left hand.

Right leg over right pommel, and under right hand.

Final position is the rear support.

TEACHING CUES AND APPLICATION

See cues above under Leg Cuts, and illustration on opposite page.

TRAVEL TO CROUP OR NECK

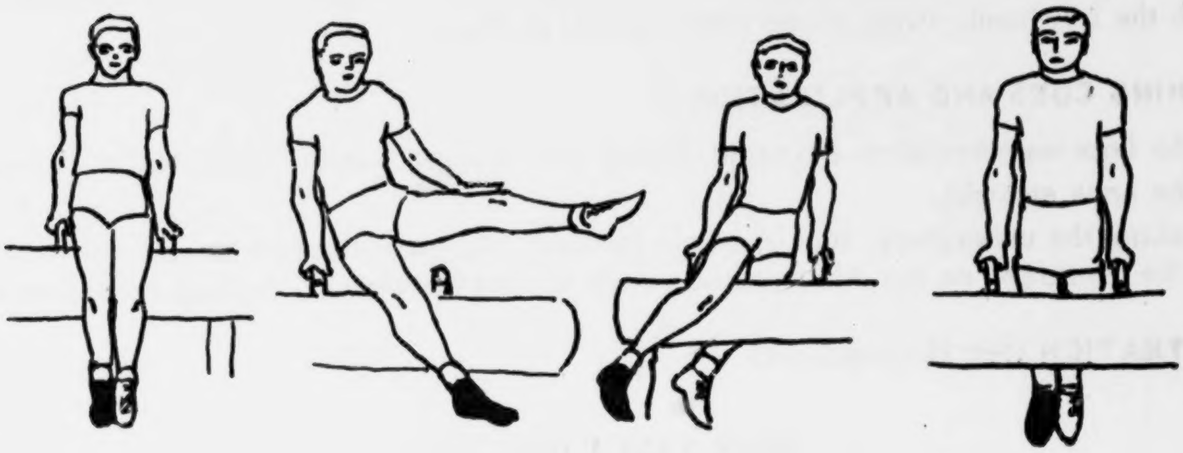
ANALYSIS

From the rear support right hand on the right pommel, left hand on the left pommel.
Pivot on the right arm, left leg over the croup to the straddle position.

TEACHING CUES AND APPLICATION

Keep the legs together when swinging through the support, knees locked, and toes pointed.
Keep the arms straight.

LEG CUT FROM FRONT TO REAR SUPPORT



VAULT DISMOUNT FROM THE CROUP OR NECK

ANALYSIS

Take straddle seat on the croup, the right hand has the undergrasp on the right pommel, the left hand has the overgrasp on the left pommel.
Take the feint position (right leg poised over the croup)
Swing both legs through the support over the neck to a front vault dismount.

TEACHING CUES AND APPLICATION

Keep legs together through the support and over the neck.
In landing, the right hand maintains the grasp on the right pommel.

TRAVEL FROM CROUP TO NECK (Advanced Skill)

ANALYSIS

From the front support position, swing the left leg over the neck to the straddle position on the neck.

Take the undergrasp of the left pommel with the right hand.

Take the regular or overgrasp of the right pommel with the left hand.

GRADE 12: ANALYSIS, TEACHING CUES, APPLICATIONS

TRAVEL FROM LEG CUT IN SUPPORT FROM THE CROUP (Advanced)

ANALYSIS

Jump to rear support right hand on the croup, left hand on the right pommel.

Pivot on the left arm, half turn to the left, right leg over the left pommel, right hand grasping the left pommel (scissors position in the saddle).

Pivot on the right arm, (half turn to the right) left leg over the right pommel to the straddle position on the neck.

TEACHING CUES AND APPLICATION

Arms must be kept straight throughout. Weight shift in moving should be maintained.

Swing through the support position to the straddle seat on the croup.

Take undergrasp of the right pommel with the right hand, overgrasp of the left pommel with the left hand, swing to the front support position.

TEACHING CUES AND APPLICATION

Keep the legs together when swinging through the support, knees locked and toes pointed.

Keep the arms straight.

When taking the undergrasp, rock the legs forward, and torso backwards and when reaching for the overgrasp on the other pommel, rock the legs backward, and the torso forward.

ILLUSTRATION (See Bibliography)

REAR VAULT DISMOUNT

ANALYSIS

Jump to front support position.

Swing right leg over the croup to the feint position.

Swing both legs to the left through the support position, over the neck (rear passes over the neck) to the finish.

The final position is with the left hand on the left pommel.

TEACHING CUES AND APPLICATION

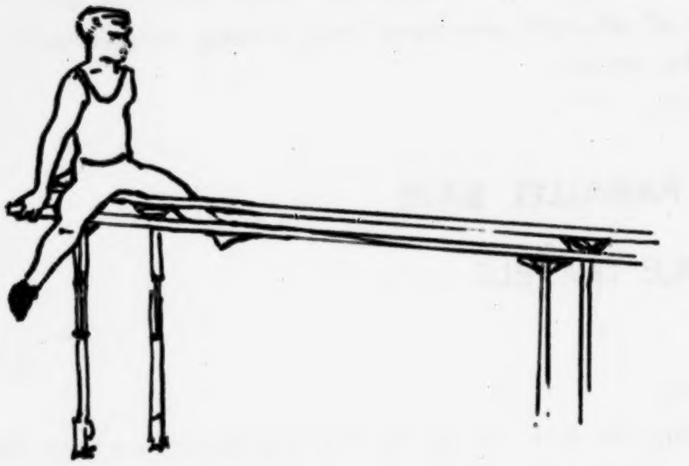
Legs high when going over the neck.

Knees bent in the landing with right arm raised laterally, shoulder height.

This stunt can be applied from a straddle on the neck or a straddle on the croup as the move fits into the progression.

GRADE 7: PARALLEL BARS

CROSS REST (STRADDLE SEAT)



ANALYSIS

Starting from a straight arm support, swing the legs forward.

As the legs come up slightly above the bar, separate the legs, and let each leg drop onto a bar.

Then sit up in a straddle seat, head up, back and legs straight, and the hands resting behind the bars.

TEACHING CUES AND APPLICATION

Practice the starting mount by jumping to a straight arm support.

Stress keeping the elbows firmly fixed and the hands turned slightly inward to help fix the elbows.

Use the basic overhand grip. Jump with knees flexed.

Practice the straight arm support until the performer can hold the body erect, with straight arms, chest out, back slightly arched, and toes pointing down.

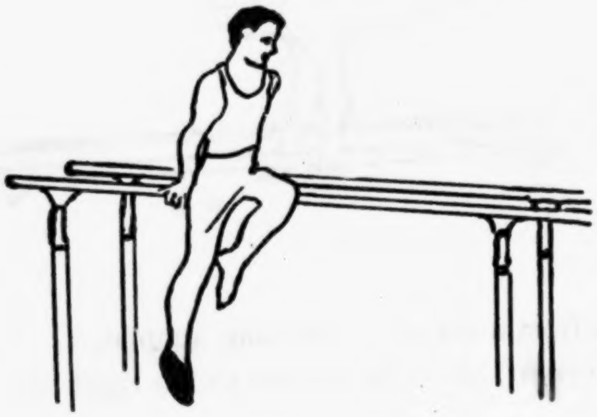
This position is basic to good form on the stunt.

Develop arm, back, and shoulder power having the class practice dips from the straight arm hang, as preliminary to other basic stunts.

After practicing dips, have the class perform simple low swings, getting the feel of swinging with the shoulder joint as the fulcrum of the swing.

Have the class practice each move progressively until the move is mastered before going on to the next stunt.

CROSS REST INTO A SIDE RIDING SEAT



ANALYSIS

From a straight arm support position swing forward and bring both legs up and over one of the bars.

Side seat position involves one leg (the outside one) straight, with the leg nearest the bar bent, and the foot placed on the other knee.

The hands are behind and close to the body, with the back slightly arched, head up, and toes pointed downwards.

TEACHING CUES AND APPLICATION

Stress that the body be close to the hands.

Support the performer if he needs the help.

A rhythmical series of side riding seats can be practiced after the basic move is mastered.

Have the class practice preliminary move of straight arm hang, into swing, into straddle seat, and then into the final move of the series.

Insist upon good form as basic to all moves.

GRADE 8: PARALLEL BARS

STRADDLE TRAVELS

ANALYSIS

Review straight arm hang, and straddle seat.

From the straddle seat lean forward grasping the bars about two feet in front, so that the shoulders are directly above the hands.

Keep the legs straight and slide them off the bar into an arm hang.

Continue the momentum of the legs into a second straddle seat, and continue to the end.

TEACHING CUES AND APPLICATION

As the body leans forward the legs should be kept straight. This brings legs almost to the top of the bar.

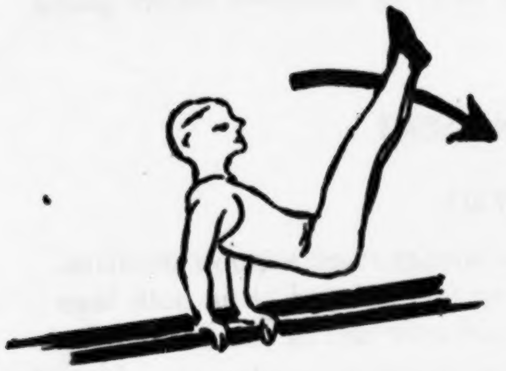
Keep the elbows straight so that the weight is maintained from the shoulder.

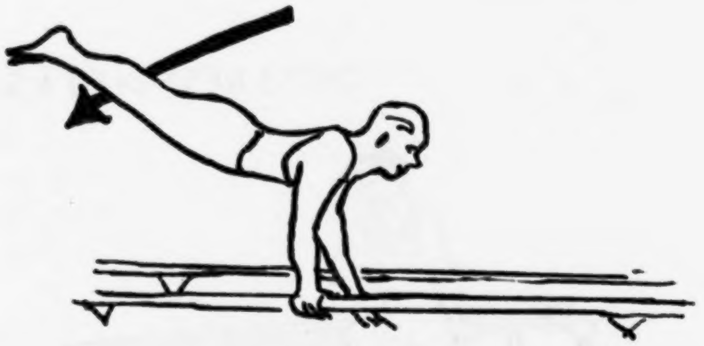
As the performer develops mastery of the move, have him place his hands closer to the body.

Back should be arched, and head up.

Stress holding onto the bar at the simple front dismount, with a quarter turn.

FRONT OR REAR DISMOUNT





ANALYSIS

For the front dismount, start by swinging back from a straight arm hang support.

At the peak of the back swing, (vaulting to the right) shift the weight to the right bar, bring the left hand over at the same time.

At the instant a firm grip is held with the left hand, release the right hand, push with the left and drop to the mat.

Hold the bar to balance the landing.

For the rear dismount, at the peak of the forward swing, bring one hand over to the other to grip the bar behind. Then release the other hand as you land on the mat, with the inside hand holding onto the bar.

In the front dismount the front of the body faces the bar while getting over. In the rear dismount, the rear of the body faces the bar.

TEACHING CUES AND APPLICATION

The rear vault dismount is simpler for the beginner, and should be tried first.

Stress holding onto the bar at the finish.

Check the quick switch of hands in the vault.

After the basic move is performed, stress improved form by adding height to the swing.

Combine basic moves into a series.

GRADE 9: PARALLEL BARS

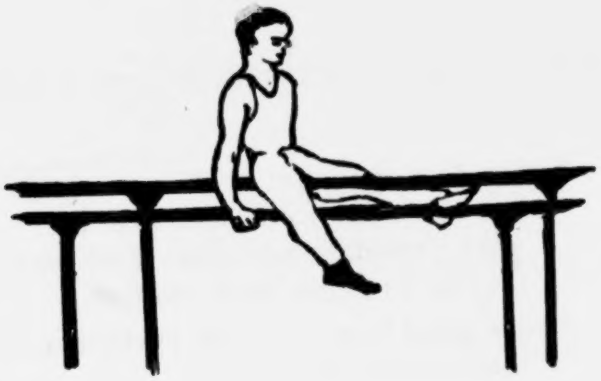
FORWARD ROLL (SHOULDER ROLL)

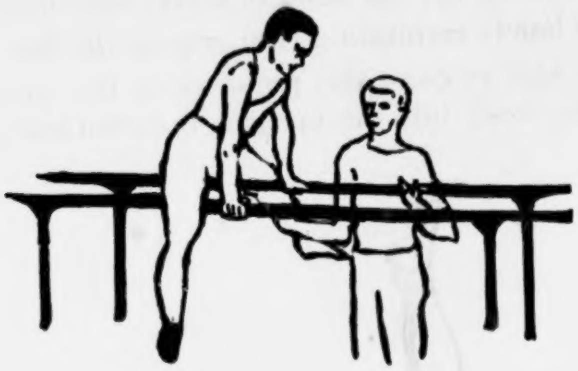
ANALYSIS

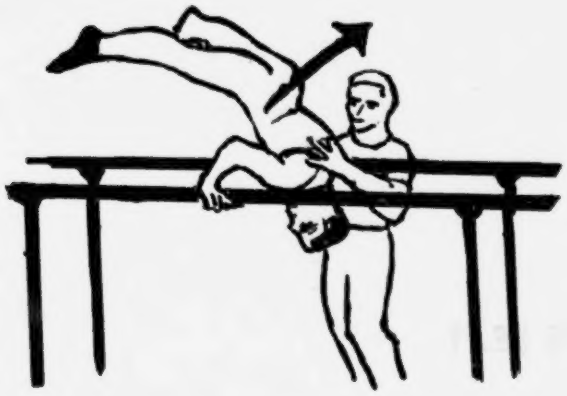
Review straight arm hang, swinging legs, and straddle seat.

From the straddle seat position, place hands in front of the legs on the bars.

FORWARD ROLL (SHOULDER ROLL)







Bend forward with the shoulders bringing shoulders down onto the bars, while raising the hips.

Keep elbows well spread out to increase the width of the shoulders.

Bring head forward curling the back, and roll forward on the shoulders while keeping the legs spread. As the legs make contact with the bar switch the grasp quickly once more.

Finish on a straddle seat on the bars, coming once more to the erect position.

TEACHING CUES AND APPLICATION

Review previous moves.

Make sure that elbows are well spread apart.

Keep the legs extended forcing the body straight up over the head.

In spotting for this stunt, have the hand underneath the bar and giving support in the small of the back.

Have the performer do the roll as slowly as possible for best body control.

GRADE 10: PARALLEL BARS

SHOULDER STAND (BALANCE)

ANALYSIS

The preliminary move requires the help of a spotter.

Start from a straddle seat, and lean forward onto both hands, placed close to the legs.

Elbows are out to the side, and the bars support the shoulders.

Raise the hips keeping legs extended, body straight over the head.

The back is arched, toes pointed.

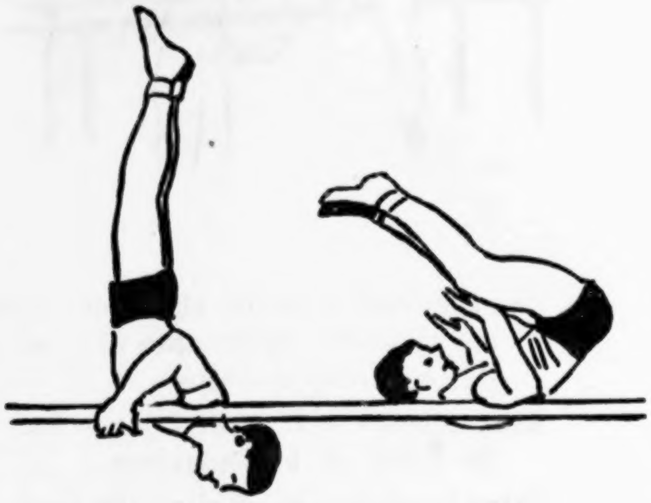
TEACHING CUES AND APPLICATION

The start is from a straddle seat. Have pupil place shoulders first, making sure that the elbows are well out.

In starting up, the head is thrust well back, and the back arched.

The hands maintain a firm grip on the bar.

The spotter can exert pressure on the small of the back (hands underneath the bar) forcing the body into the upright, inverted position.



Stress that the pupil goes into a tuck position, and rolls over with feet apart (straddle position) if he feels that he is going back too far.

Stress good form after the performer has learned the skill.

CROSS RIDING SEAT

ANALYSIS

From position of attention, spring up swinging legs through the bar.

Continue the legs up over one bar, ending up with legs on bar, and weight resting on the thighs.

The hands are held behind the body and close to the body.

TEACHING CUES AND APPLICATION

Stress one continuous swing.

Elbows should be firm, and the wrists turned slightly inward to help support the weight.

Legs should be straight and extended at the finish of the move.

SIDE RIDING SEAT; RIGHT AND LEFT

ANALYSIS

See side riding seat in Grade 7.

From side riding seat, right, swing both legs simultaneously across the bar, and assume the same position on the left bar.

TEACHING CUES AND APPLICATION

Have move performed in one continuous movement of the legs.

Body posture is important for form at the conclusion of the move, with the outside leg bent and close up to the knee of the inside leg.

GRADE 11: PARALLEL BARS

ONE LEG CUT MOUNT

ANALYSIS

With hands on the bar, jump upwards keeping arms straight.

Bring the right leg up, over, and outside of the bar.

TEACHING CUES AND APPLICATION

This exercise demands strong wrists and forearms, therefore, have the class practice and strengthen wrist by coming to a front leaning rest, lift one hand quickly off the bar, shift the weight to the other hand. Alternate lifting the hands.

Stress the necessity for the quick shift of weight as the leg passes over the hand.

There should be a slight body lean forward to maintain the balance.

FORWARD ROLL TO A STRADDLE

ANALYSIS

Review technique for the shoulder roll in Grade 9.

Review shoulder stand in Grade 10 so that the performer becomes familiar with the inverted (upside down) position of the body, and how to handle himself in this position.

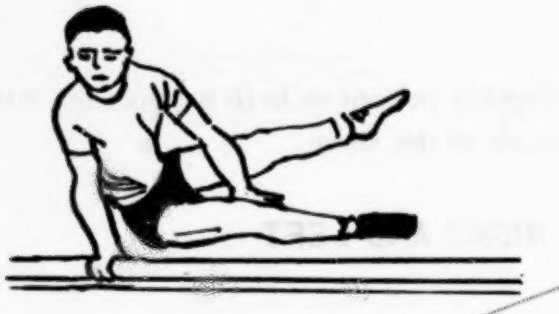
From the shoulder roll, spread the legs apart and roll into a straddle position.

See illustration of shoulder stand to forward roll.

TEACHING CUES AND APPLICATION

See teaching cues under shoulder roll, Grade 9.

REAR SCISSORS



ANALYSIS

From a straight-arm cross support position, swing the legs back until they are above the height of the bar.

If the turn is to the left, as the legs are back and above the bar, the left leg goes backward, and the right leg forward.

The body is turned about as the legs cross, still holding firmly to the bars.

Release the right hand momentarily as the leg passes over the arm, and regrasp the bar as the leg cuts.

Reverse procedure for a left cut.

TEACHING CUES AND APPLICATION

Have the class go through the backward position crossing the legs and turning the body from a floor or bench sitting position to get the idea of the scissors motion.

Stress rotation of the hips as the legs cross.

Make sure that the spotter holds onto the wrists to maintain a firm grip on the bar as the legs are crossed.

FRONT VAULT DISMOUNT

ANALYSIS: See front vault in Grade 8.

TEACHING CUES AND APPLICATION: See front vault in Grade 7.

GRADE 12: PARALLEL BARS

BACKWARD ROLL TO A STRADDLE

ANALYSIS

From a straddle seat position lean backwards onto the arms.

By tucking the head and pushing backward with the hands execute a backward roll.

Maintain the grip.

Grasp the bars over the shoulders and continue the roll to the straddle seat.

TEACHING CUES AND APPLICATION

The legs are kept apart all the way around.

The grip should be maintained until the legs are touching the bar in the back.

The roll should be on the shoulders, with the elbows slightly out to prevent falling between the bars.

Make sure that the start of the roll takes place in the center of the bar to prevent overshooting the bar.

As a preliminary action the performer can practice a backward roll on the mat with the legs spread apart.

THE HIP ROLL

ANALYSIS

From the cross riding seat position, place the left hand on the left bar with the thumb on the inside of the bar.

Rotate the right hand to the right and place it on the left bar so that the right thumb is on the inside of the bar.

Shift the weight forward and drop the shoulders down between the bars, the head passing under the left bar.

Roll on the right hip, and then on the left hip, swinging the right leg over the right bar coming back to a cross riding seat position, facing in the opposite direction to the starting position.

TEACHING CUES AND APPLICATION

Make sure that the roll is made on the fleshy part of the hip to avoid a bone bruise.

The spotter should place his hands on the back of the neck to hold the body firm during the rotation.

Stress that the legs should be spread so that a straddle position will be effected.

ILLUSTRATION (See Bibliography)

FORWARD ROLL TO UPPER ARM HANG

ANALYSIS

See forward roll in Grade 9 and 11.

As the body comes around on the roll, the feet are kept close together and the arms straightened out.

The finished position with the arms extended and the body swinging straight through the bars in the same direction as the start.

TEACHING CUES AND APPLICATION

Stress keeping the feet together.

The hang should be from under the armpits.

The hands are extended after the body comes around into the new position.

KIP TO A STRADDLE SEAT

ANALYSIS

From an upper arm support position in the middle of the bars, raise the legs forward between the bars and over the head so that the body is in the "pike" position.

From this pike position extend the legs forward, separating them and at the same time pull hard with the arms. Be sure that the hips are high over the bars to help in the execution of the stunt.

Finish with the straddle position facing forward.

TEACHING CUES AND APPLICATION

The spotter can help by pushing under the hips as the kip is executed.

The pike position can be taught on the mat which is preliminary to the body position in a floor kip. (See Kip in Tumbling.)

Make sure that the performer arches the back and shoots the legs out to bring the body up. Timing of the legs and arched back is important.

DOUBLE LEG CUT-OFF DISMOUNT

ANALYSIS

Holding on to the end of the bars, swing both legs forward from the straight arm position.

As the legs swing above the bars pass them over the right hand bar and backward.

Release the grip with the right hand and allow the legs to continue to swing backward to the mats.

The drop into the standing position facing the bars with each hand on a bar.

TEACHING CUES

The spotter should stand at the rear and grasp the performer at the hips.

Sufficient height must be attained to assure both legs clearing above the bar.

Left footed pupils may prefer to do a left hand dismount.

There must be a quick release of the hand, and then a re-grasping of hand as the legs come around.

HORIZONTAL BAR

(For Illustrations – See Bibliography)

GRADE 7: SKILL ANALYSIS, TEACHING CUES, APPLICATIONS

"SKIN THE CAT" (REVERSE HANG)

ANALYSIS

Start from the basic stance, holding the bar in the regular grip.

Bend the knees hanging from the bar.

Lift the knees to the chest, throw the head back and with a slight pull, bring the feet to the under side of the bar.

Continue around and extend the arms until the body is lowered and straight back and between the arms.

To finish the stunt, reverse the movements and return to the original position.

TEACHING CUES AND APPLICATION

Start with bent knees to shorten the leverage.

Some variations may include raising insteps to bar first before knee bend, pulling legs through arms to back hang stand.

Boys who have difficulty bringing their knees to the bar may widen their grasp so that this difficulty will be overcome.

Since swinging is not involved it is possible to have two boys at a time do the stunt on the same bar.

The spotter may assist by giving a push at the hips, and then holding the legs until the boy comes all the way round, to prevent possible shoulder dislocation.

PULLUPS

ANALYSIS

See pullups under Conditioning and Physical Fitness

TEACHING CUES AND APPLICATION

Strength of back, arm and shoulder are necessary ingredients for bar work, and pullups should be a daily routine for all pupils.

Gang chinning bars will allow greater numbers of pupils to practice for conditioning on bar work.

ANALYSIS

Half chin bringing knees to the bar.

Half chin bringing toes to the bar.

Half chin; toes to the bar, kicking forward with the legs, straightening the arms and swinging.

Half chin, feet out in the "L" position.

Half chin, going into the tuck position.

From hanging position half lever, working one leg at a time until both legs are strong enough to hold the position. This exercise also makes use of and strengthens the abdominal muscles.

TEACHING CUES AND APPLICATION

Proceed slowly and gradually until the legs, arms, and stomach muscles have been strengthened.

The tuck position, should be stressed while hanging.

Make sure that all pupils understand and practice the dismount from the top of the back swing while swinging on the bar.

GRADE 8: ANALYSIS, TEACHING CUES, APPLICATIONS

THE CRAB HANG

ANALYSIS

Grasp the bar with the hands in the front grip.

Do a half chin and bring the toes to the bar.

Hook the toes between the hands on the bar.

Flex the hips, arch the back, keep the head up, and turn inside out.

TEACHING CUES AND APPLICATION

Use a wide grip to make it easier to bring toes to the bar.

The spotter should fix the toes at first to prevent slipping of the feet.

Arch the back at the conclusion of the stunt.

LEG RAISES

ANALYSIS AND APPLICATION

See leg raises in Grade 7.

After practice and conditioning have pupil raise leg in the "L" position.

HIP SWING UP

ANALYSIS

Start from the front hanging position. Pull the chest to the bar. Flex the hips slightly and extend the legs backwards, and slightly away from the bar.

Have the legs swing towards the bar, and as the thighs strike the bar, pike the body (head thrown back, and back arched) and continue the legs under, around, and to the other side.

Pull with the arms to complete the circle of the body around the bar.

Finish in a front support position.

The performer then pushes away from the bar back to the hanging position and then drops off.

TEACHING CUES AND APPLICATION

For beginners allow them to kick their legs up and over the bar while pulling on their arms.

The head should not be thrown back until the legs have made contact with the bar.

Have them continue to pull with their arms all the way round.

Pupils will be frightened at first, when looking from the height of a front support position, so that the teacher can best introduce this stunt from a low bar position.

GRADE 9: ANALYSIS, TEACHING CUES, APPLICATIONS

FORWARD ROLL TO A HANG

ANALYSIS

From the high front rest position, rest with bars across the thighs.

Reach out forward, with the head forward of the bar.

Swing the body around coming to the hang position.

TEACHING CUES AND APPLICATION

Keep a firm grip on the bar.

Straighten arms until head comes forward.

Lean forward to help the forward motion, letting the body swing out.

SINGLE KNEE MOUNT (SWING UP)

ANALYSIS

Bring one leg up over the bar, between the hands to the single knee hang position.

Swing the free leg forward and downward.

Pull with the arms and allow the body to swing up to the support position on top of the bar.

TEACHING CUES AND APPLICATION

The spotter can give momentum to the swing by placing his hand at the ankle and pushing downwards.

The free leg should remain rigid and swing in a full arc downwards.

The hands can assist the movement by pushing in a curling movement, with the arms bent slightly to assist the swing.

At the top of the swing, pull from the shoulders, and throw the head forward.

A slight shove forward by pushing on the hips and pressing down at the ankles will assist the forward momentum.

GRADE 11: ANALYSIS, TEACHING CUES, APPLICATIONS

FORWARD KNEE CIRCLE TO A HANG

ANALYSIS

From the single knee support position at the top of the bar, swing the free leg forward, with the hands in the reverse position.

Push the body up slightly away from the bar and continue the swing of the free leg downward and under the bar. The lead is with the head.

Lean forward with the head and shoulders throughout the circle.

If the momentum is great enough the performer will come back to the support position, otherwise a half circle will suffice for beginning students.

TEACHING CUES AND APPLICATION

Make sure that the grip on the hands is reversed.

Don't allow the pupil to sit on the bar as this will impede the forward momentum.

The head should be thrust forward.

UNDERSWING DISMOUNT

ANALYSIS

Grasp the bar at shoulder height in the regular grip keeping the arms straight away from the bar.

Bring the legs up to the bar, lean backwards with the upper body.

Shoot both feet beyond the bar in an up and outward position.

Continue the sweep of the legs and pull.

Finally, push with the hands as the bar is released, swinging the legs down to the mat and finish in the standing position.

TEACHING CUES AND APPLICATION

The spotter should assist the pupil by placing his hands in the small of the back on the forward swing and pushing forward.

The swing of the legs and the arch of the back should be stressed.

The hands are let go at the last possible moment.

DOUBLE LEG CIRCLE, BACKWARD TO HANG

ANALYSIS

Start from the sitting position on the bar, after a single knee mount.

Grip the bar close to the hips with regular grip.

Raise the body slightly off the bar.

Shift the hips backward catching the bar at the knees and start to swing down and under the bar.

Hold tightly with the bar and keep the knees tightly flexed.

At the bottom of the swing, stop the swing, and go into the last half of the monkey hang.

Bring the legs forward through the bar and drop off.

TEACHING CUES AND APPLICATION

Start by teaching this stunt on the low bar.

As the pupil starts back, the spotter should hold onto the ankles with one hand, and in the small of the back with the other to prevent too rapid a circle backwards.

Make sure that the swing has been completed before going into the monkey hang position.

The head, thrown backwards, should start the movement.

GRADE 12: (Advanced Stunt)

SWING TO A SINGLE KNEE MOUNT OUTSIDE OF THE HANDS

ANALYSIS

See single knee mount in Grade 10.

TEACHING CUES AND APPLICATION

See Grade 10.

The leg should not be too close to the hand since this will impede the momentum.

Stress the rhythm of the free leg in bringing the body to the erect position.

BACKWARD KNEE CIRCLE

ANALYSIS

See forward knee circle to hang in Grade 11. Movements are the same except that the start is made backwards instead of forward.

The momentum should carry the body around to the knee mount position.

TEACHING CUES AND APPLICATION

See teaching cues for knee circle in Grade 11.

BACKWARD FREE HIP CIRCLE

ANALYSIS

From the front support position, keep the arms as straight as possible.

Pull shoulders to keep hips close to the bar.

Swing legs backwards and then down under the bar. After one half of the circle is completed push with the arms. Arch the back.

Throw the head backwards, shift the wrists on the bar to complete the circle.

TEACHING CUES AND APPLICATION

Have the spotter place the hands in the small of the back to help the circling momentum.

The arch of the back, pull of the shoulders, and shift of the wrists will help to complete the circle.

The finish should be completed at the support position.

FRONT KIP

ANALYSIS

Take the initial swing backwards and forwards.

The arms are held straight after the initial swing.

Hold the arch at the front end of the swing.

On the front end of the swing, flex the hips and bring the instep to the bar.

When the hips are past the vertical stands, kick legs up, out, and then down.

As the legs are kicked press down on the bar with arms straight.

Come to the front rest position.

TEACHING CUES AND APPLICATION

Spotting of the kip involves holding the feet back to force the arch of the back, and pushing upward to help the performer to the front rest.

A land drill may be used by having the class lie on the floor with legs raised and hands up near ankles, pretending to hold the bar. Extend the legs, rocking the shoulders up to a sitting position and at the same time run the hands along the legs towards the hips.

Start with a low bar at shoulder height. Jump to the pike position and shoot the legs up, out and down, pulling on the arms.

Stress waiting until the body starts its backward movement before bringing the legs to the bar. Most beginners start too early, and end up hitting the bar with the abdomen.

VAULTING BUCK OR VAULTS ON THE HORSE

GRADE 7: ANALYSIS, TEACHING CUES, APPLICATIONS

SQUAT STAND, THEN JUMP

ANALYSIS

Hips are held high, and knees brought to chest, landing in the saddle (middle between the pommels).

Release the pommels (grips) and dismount by jumping forward.

Land on the balls of the feet, flexing knees in landing.

TEACHING CUES AND APPLICATION

Start with a double foot take off.

Stress knees high and to the chest.

Jump from a bent knee position.

The spotter should stand in front of the horse facing the performer.

SQUAT STAND; JUMP, THEN FORWARD ROLL

ANALYSIS

See squat stand above in Grade 7.

Review forward roll.

TEACHING CUES AND APPLICATION

Make sure that pupils jump forward first, landing on balls of feet with bent knees, before going into the forward roll.

COURAGE VAULT

ANALYSIS

Jump to the kneeling position on the saddle of the horse.

Release hands from the pommels.

Swing arms and shoulders vigorously forward, spring forward with the knees high, and coming through with legs forward.

TEACHING CUES AND APPLICATION

Spotter should grasp pupil under the armpits to give added impetus to the forward and upward motion in the spring.

Have pupil swing arms backwards and forwards to get rhythm of the swing.

GRADE 8: ANALYSIS, TEACHING CUES, APPLICATIONS

THE FRONT VAULT (FLANK)

ANALYSIS

Use the double foot takeoff, grasp the pommels and turn toward the horse.

Lift the legs to the left passing them over the top of the horse toward the other side. The front of the body should face the horse.

An attempt should be made to force the arch while passing over the top of the horse.

As the body passes over the horse, drop the left hand first, hold on with the right and land on the mats with the right side of the body close to the horse.

TEACHING CUES AND APPLICATION

Have the class practice the short running approach to develop good timing and footwork.

As the body passes over the horse raise the released hand.

Stress good form in the landing position.

Try to have the class swing the body with enough height so that in passing over the horse the body is parallel to the ground.

GRADE 8:

SQUAT VAULT

ANALYSIS

On the takeoff reach the pommels with the hands.

The knees are bent and close to the chest as the legs pass over the saddle of the horse.
Push downwards with the arms.
Land on the other side of the horse with knees flexed.

TEACHING CUES AND APPLICATION

Start with the horse (or buck) in a lowered position.
Stress high knees drawn in close to the chest.
Check to make sure that the toes are drawn up in a flexed position so that they won't catch on the saddle portion of the horse.
The spotter should stand on the other side of the horse facing the performer.

GRADE 9:

REAR VAULT

ANALYSIS

At the takeoff grasp the pommels and lift the legs to the left.
Turn the body so that the back is towards the horse in a sitting position.
As the legs pass over the horse, release the left hand first, and then the right.
After dropping over re-grasp the pommel with the left hand to steady the landing on the far side of the horse.
Finish facing in the direction of the neck, with the left side nearest the horse.

TEACHING CUES AND APPLICATION

Double foot takeoff keeping the hips low.
Emphasize the turn inwards with the back of the body towards the horse.
The quick re-grasp should be practiced.
This move can be varied with a half turn.

GRADE 9:

WOLF VAULT

ANALYSIS

Double foot takeoff.
Straddle vault over one pommel, and one leg in the squat position.
Push hard with the hands. Release the pommels while the momentum is moving upwards.

TEACHING CUES AND APPLICATION

Stress that the straddle leg should be kept straight and clear the horse. The hand on the side of the straddle should be released quickly as the leg clears the horse.
A firm grip should be kept with the other hand, until ready to be released. The spotter should stand facing the performer.
Make sure that the pupil does not hold onto the pommels too long.

GRADE 10:

REAR SCISSORS (FROM FLANK SITTING POSITION)

ANALYSIS

Sit on the flank facing the pommels and grasp one pommel with both hands.

Swing both legs forward and back. At the top of the back swing, (above the height of the neck) cross feet and rotating hips, swinging the shoulders at the same time.

Keep a firm grip on the pommels. After completion of the move release grip and ending up facing away from the pommels.

TEACHING CUES AND APPLICATION

The legs should be at or above the height of the horse before they are crossed.

Twist the hips as the legs cross.

Straighten the arms and push off the horse in the swinging of the legs to gain height before the twist.

SIDE STRADDLE DISMOUNT (FROM STOOP FALLING POSITION)

ANALYSIS

Take the stoop falling position with hands on the neck, and toes on the croup of the horse.

With a slight bend of the arms and knees, push off from the toes, and hands straddling the horse and landing at the side of the horse with bent knees and hands forward.

TEACHING CUES AND APPLICATION

Have spotter at the side in which the performer will land.

Head should be up, and legs apart in the vault.

REBOUND TUMBLING (TRAMPOLINE)

The trampoline consists of a sturdily constructed table-high metal frame within which is attached a heavy canvas or woven webbing. The canvas is attached by means of elastic cord, or heavy springs, and serves as a surface which provides additional bounce and height for the performance of basic tumbling stunts.

The trampoline has been accepted as an official event in gymnastic meets by the N.C.A.A. and A.A.U. governing bodies, with a limited number of bounces to each routine. It has proven popular with spectators as well as participants.

The main objectives of rebound tumbling involve provision for aerial orientation and is an aid in effective conditioning. It further gives assistance to the development of form, and coordination for application to standardized pieces of equipment.

In view of the limited number of rebound tumbling apparatus in the schools in New York City, this section will merely give the suggested gradation and sequence by grades. The reader is referred to the bibliography at the end of this unit for more detailed analysis of skills. Detailed safety suggestions have been given under "Safety" at the beginning of the unit on page 216.

GENERAL TEACHING SUGGESTIONS

There should be no more than ten pupils to each trampoline.

Make it clear that those standing around the trampoline waiting their turn act as spotters, and have an important job to perform. They should be taught to remain in a position of readiness and held to this task.

Develop a system of rotation so that all pupils at the apparatus get their turn.

Practice one stunt at a time until the stunts are learned correctly.

The progression should naturally go from simple to the more complex moves. More difficult stunts should only be introduced when all have mastered the basic moves.

It is best to re-arrange the group in accordance with their advancement, so that pupils of equal ability are moving at a similar pace.

The demonstration should be given several times in order to allow the students to grasp the salient points of the complete movement.

Before trying a stunt, pupils should know clearly in advance what they are expected to do.

Have a self-testing chart for motivation.

Stress form at all times.

Individual differences should be taken into account in giving individual attention to the performer.

The emphasis should be upon controlled jumping. The ability to bounce in the center is of more importance than height.

Have each pupil work for short intervals to prevent undue fatigue with time allowed for recovery.

Don't force students to do stunts they do not want to do. Pupils should be confident of the stunt they are about to try.

Teach all stunts at a low altitude first.

Teach simulated positions on the tumbling mat before attempting them on the trampoline.

Teach balanced takeoffs so that the performer will be moving vertically reducing abrasions and strains.

Don't permit any doubles work for regular gymnasium classes.

REBOUND TUMBLING

SUGGESTED SCOPE AND SEQUENCE OF SKILLS

Grade 7
Bounce and Break
Hands and Knee Drop
Knee Drop

Grade 8
Knee Drop; Half Twist to Stand
Knee Drop; Half Twist to Knee Drop

Grade 9
Seat Drop
Seat Drop; Half Twist to Stand

Grade 10
Hands and Knees to Front Drop
Front Drop Combinations

Grade 11

Front Drop to Stand
Back Pullover to Hands and Knees

Grade 12

Three-quarter Front Somersault (Advanced Skill)
Back Drop (Advanced Skill)

RINGS

INTRODUCTION

The rings are attached so that they are at a height of eight feet above the floor. Because of the height involved, safety is of paramount importance. Spotting is more difficult. Also the full body weight is supported by the hand grip. Instruction must be progressive and the activity must be closely supervised for safety. Since relatively few schools have rings in their gymnasia, this section will be devoted to suggested teaching techniques and to suggested scope, sequence and gradation of material. For safety suggestions see page 216 of this unit.

TEACHING SUGGESTIONS

The rings should be lowered to shoulder height for preliminary teaching.
Some stunts should be done on the still rings first.
The size of the squad should be limited to not more than ten pupils.
It is advisable to have stunts performed with the use of a safety belt.
Evaluation of performance can be done by the use of charts of progression.
Make sure pupil knows exactly what is expected before trying the stunts.

SUGGESTED SCOPE AND SEQUENCE OF SKILLS ON THE RINGS

Grade 10

Inverted Hang
Crab Hang
Backward Extension; Pull to Inverted Hang

Grade 11

Muscle Up to Front Rest
Forward Roll to Inverted Hang

Grade 12

Single Leg Cut to a Dismount
Muscle Ups.
"L" in Support Position

PYRAMIDS

Pyramids are related to stunts and tumbling, and require conditioning in flexibility, agility, coordination, balance, strength and endurance. Pyramid building can serve as a culmination to the unit of instruction in Tumbling.

Pyramids can be constructed with the top or peak at the center and the flanks symmetrical. The entire picture should be pleasing to the eye. Combinations may be varied utilizing a convenient number of pupils.

SUGGESTED SCOPE AND SEQUENCE

Grade 7
Single, dual and triple stunts.

Grade 8
Review pyramids used in Grade 7.
Advanced designs using hand and head balances.

Grades 9 - 12
Elementary designs used in Grades 7 and 8.
Pyramids may also be constructed using the horse and parallel bars.
Advanced designs may be constructed. (See Bibliography)

EVALUATION

9.1 ACHIEVEMENT TESTS

The best measure of achievement in gymnastics is to test the pupils on their ability to perform the activities which have been taught. At the conclusion of the unit, time should be allotted for testing on each piece of apparatus. It is suggested that the scale of grades be from 0 to 10. The grade which is given attempts to determine whether or not the pupil has performed a progressive series of stunts with good form. Higher grades will be given for excellence of form in the performance, up to a maximum of ten. It is suggested that a check list be constructed in detail to make the testing procedure efficient. Given below is a sample check list for a progressive series of stunts on 10th year parallel bars. It is suggested that student leaders be trained in the use of the check list for each event and for each level of progression. Leaders may then be used to assist the teacher in the testing of the class in their ability to perform the series of skills which are required.

SUGGESTED SERIES FOR 10TH YEAR

Straddle mount, to shoulder stand to cross riding seat to side riding seat left, then right, to front vault dismount.

POINTS	ITEMS TO BE NOTED
0	Unable to jump to straddle mount
1	Does straddle mount only
2	Does straddle mount and side riding seat only
3	Does straddle mount, side riding seat and dismount
4	Does mount, and shoulder stand with help
5	Does mount, shoulder stand, (with help) side riding seat, and dismount, but with poor form.
6	Completes series, without assistance, but with poor form.
7	Completes series, with some attempt at maintenance of form.
8	Completes series, form good, with some major errors.
9	Completes series with minor errors in form
10	Completes series, good form throughout.

9.2 GRADE ACHIEVEMENT STANDARDS (Pupil should know and demonstrate skill and perform a required progressive series of stunts)

TUMBLING

Grade 7
Forward and back rolls.
Squat head balance held for three seconds.
Back body bend.

Grade 8
Basic skills learned in Grade 7, in a series.
Shoulder roll.
Backward roll with a snapdown.
Tip up.

Grade 9
Review of skills learned in Grades 7 and 8, including rolls with a half twist.
Head stand, held for three seconds, with good form.

Grade 10
Basic skills learned in previous grades.
Handstand with support.
Cartwheel.
Basic kip.

Grade 11
Basic skills learned in previous grades, including handstand into a forward roll.
Handspring and neckspring.

Grade 12
Basic skills learned in previous grades, including handstand without support.
Roundoff.

ROPE CLIMBING (Pupil should know and demonstrate skill)

Grade 7
Perform simple stunts such as Skin The Cat, Crab Hang, Inverted Hang.

Grade 8
Perform stunts learned in Grade 7
Climb half way up the rope using standard form, and hands and feet.

Grade 9
Perform simple stunts learned in previous grades.
Climb to the top of the rope with hands and feet.
Climb one-quarter using hands only.

Grade 10
Climb to the top of the rope using hands and feet.
Climb half way up the rope using hands only.

Grade 11
Climb to the top of the rope using hands only.
Climb one-quarter with feet in the "L" position.

Grade 12
Climb to top using hands only.
Climb at least half way with feet in "L" position.

(Pupil should know and demonstrate skill.)

SIDE HORSE

Grade 10
Single leg cuts, and leg cut dismount

Grade 11
Leg cuts learned in Grade 10.
Leg cuts and travels.
Leg cuts from front to rear supports.
Vault dismount from croup or neck.

Grade 12
Cuts and travels learned in previous grades.
Travel from leg cut in support from croup or neck.
Travel from croup to neck
Rear vault dismount

GRADE ACHIEVEMENT STANDARDS (Pupil should know, demonstrate skill, and perform a required progressive series of stunts)

PARALLEL BARS

Grade 7
Cross rest with support, and cross rest to riding seat.

Grade 8
Skills learned in previous grade.
Straddle travels with a front or rear dismount.

Grade 9
Combination of skills learned in previous grades plus Forward Roll.

Grade 10
Skills learned in previous grades.
Shoulder stand, coming to cross rest, to cross riding seat.
Side riding seat left and right.
Progression involving all stunts learned to date.

Grade 11
Skills learned in previous grades.
Leg cut mounts.
Forward roll to straddle, to rear scissors to front vault dismount.
Backward roll to straddle to front vault dismount.

Grade 12
Previous skills learned in progressive series.
Hip roll.
Forward roll to upper arm hang to kip to straddle seat to double leg cutoff dismount.

HORIZONTAL BAR (Pupil should know and demonstrate skill.)

Grade 7
Simple stunts such as Skin The Cat, Pullups, Leg raises with Swing.

Grade 8
Stunts learned in previous grade.
Crab hang.
Leg raise, knees straight

Grade 9
Swing dismount
Hip Swing Up

Grade 10
Stunts learned in previous grades.
Forward roll to a hang.
Single knee mount.

Grade 11
Stunts learned in previous grades in combinations.
Forward single knee circle to a hang.
Double leg circle to an underswing dismount.

Grade 12 (Advanced Stunts – Optional)
Stunts learned in previous grades in progression and combination.
Swing to single knee mount.
Backward knee circle.
Backward free hip circle.
Front Kip (Advanced-Optional)

VAULTING BUCK, OR HORSE (Pupil should know and demonstrate skill)

Grade 7
Squat stand, then jump to forward roll.
Courage Vault

Grade 8
Stunts learned in previous grade.
Front flank vault.
Squat vault.

Grade 9
Stunts and vaults learned in previous grades.
Rear and Wolf Vaults.

Grade 10
Stunts and vaults learned in previous grades.
Rear scissors.
Side dismount from stoop falling position.

REBOUND TUMBLING (Optional Requirement) (Pupil should know etc. –)

Grade 7
Simple basic skills such as Bounce and Break, Hands and Knee Drop and Knee Drop.
Safety skills.

Grade 8
Skills learned in previous grades.
Knee Drop, Half Twist to Stand.
Knee Drop, Half Twist to Knee Drop.

Grade 9
Previous stunts and skills learned.
Seat Drop, then Seat Drop, Half Twist to Stand.

Grade 10
Skills learned in previous grades.
Hands and Knees to Front Drop.
Front Drop Combinations.

Grade 11
Skills learned in previous grades.
Front Drop from Stand
Back Pullover to Hands and Knees.

Grade 12
Skills learned in previous grades in combinations and progressions.
Three-quarter Front somersault (Optional-Advanced)
Back Drop (Optional-Advanced)

RINGS (Optional Requirement)

Grade 10
Hangs including Inverted Crab, and Backward Extension
Safety precautions.

Grade 11
Hangs and skills learned in previous grade.
Muscle Up to Front Rest.
Forward Roll to Inverted Hang.

Grade 12
Skills learned in previous grades.
Leg Cut Dismounts (Optional-Advanced).
Muscle Up (Optional-Advanced).
"L" in the Support Position (Optional-Advanced).

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AUDIO-VISUAL AIDS
(See appended list of approved aids which are available on the new York City Board of Education List.)

CHAPTER X

INDIVIDUAL AND DUAL SPORTS

Sports, such as golf, tennis, handball, and bowling, provide opportunities for the improved use of leisure time. Physical education provides the opportunity to play sports which are widely used in our community life, for many of these sports facilities are available in the neighborhood in which the student lives. For others, the student will be prepared when the opportunity arrives at some other time in his life.

Modern living is accompanied by stresses and strains, and to counteract these tensions, if not to prevent them, the youngster learns to play. The sports described in this unit provide for such relaxation. They also help to create self-confidence and allow for expressions of joy and fun in games. The youngster can get a sense of having done his best, whether he wins or loses.

We tend to play those games in which we have some skill. The extent to which an adult will participate will be determined by the skills which he learns in school. Physical education aims to provide the pupil with game fundamentals, basic skills, and rules of play. The finer points of play for the expert can be provided by the varsity coach, or by the faculty advisor of school clubs. A broad program of intramurals, or intra-squad play will give students the thrill of competition. Such programs will allow the student to play the game, and get some fun out of playing. Physical educators aim is to provide for the varied interests of pupils.

This chapter differs from others in this course of study in that it includes suggestions for grade placement of the fundamentals, but omits detailed analyses. For these, the teacher is referred to the separate publications "Tennis for Boys and Girls, Grades 7-12 (Board of Education of the City of New York, 1962, and the other references listed in the bibliography.

Teaching of individual sports is hampered by limited indoor and outdoor space, facilities and equipment. These limitations should not be allowed to act as a roadblock to the program. Suggestions have been included for the maximum utilization of available space and for the improvisation of teaching equipment. The creative teacher will find other solutions to the problems presented. Suggestions for program planning have been offered in Sections I and II of the course of study. Teachers should make every effort to follow these suggestions.

TENNIS

Tennis has evolved from a lawn-party diversion of the past century to the fast, hard-hitting game of today. It rates high in its contributions to the physical, social, and emotional growth of the player. Quickness of body, coordinations and reflexes, endurance, and skill are demanded of the player. A code of fair play and sportsmanship has traditionally been associated with the game.

Tennis is played long after team games have lost their appeal to the adult. This is because it can be played with only two persons and because tennis courts are usually available. For this and other reasons, tennis is an ideal sport for inclusion in the school program.

Detailed analysis of skills, teaching cues, and application of skills are given expanded treatment in the resource bulletin on tennis already noted.

OBJECTIVES

To develop fundamental skills required to play the game
To develop an appreciation of the skills of superior players
To learn the scoring and playing rules of the game
To learn how to care and select equipment
To transfer abilities to the worthy use of leisure time
To learn sportsmanship qualities inherent in the game

APPROACH AND MOTIVATION

Since tennis is an individual sport, the size of groups to be taught should be kept small.

A tennis clinic and demonstration can be given. This clinic could utilize skills of outstanding players, teachers, varsity players. The Eastern Lawn Tennis Patrons Association provides such clinics with name players.

Use appropriate films and film strips.

Relate the unit to former school pupils such as Althea Gibson and Tony Trabert who learned their skills in school.

Arrange for tennis field trips to Forest Hills, etc.

Encourage pupils to obtain Park Department tennis permits.

Organize a tennis club, as an adjunct of the varsity team.

Keep charts of pupil progress.

Develop a broad intramural program, as a culminating activity.

Develop standards of achievement so that pupils know what is required of them.

Have a demonstration game explaining basic rules, and order of play.

Have equipment ready, fields and floor marked and ready for skill practice.

Leadup games should be utilized for skill practice simulating game play.

Have a bulletin board on tennis maintained during the course of the unit of instruction.

Use tennis tees as a valuable tool for skill practice. (See suggested diagram for construction).

Incorporate conditioning exercises for improvement of muscle groups as an aid to improved performance. These exercises should parallel the conditioning and fitness unit.

Establish a tennis reference library for use by students.

INSTRUCTIONAL MATERIALS

Sufficient racquets and balls for efficient squad drill practice. Outworn balls can be procured from the varsity club, private tennis clubs and the like. Additional equipment may be requisitioned by the school by writing to the Director of Health Education.

Tennis nets. There are available portable net stands and nets that do not require floor plates for installation and can be readily removed. Improvised tennis nets can be made by lowering volleyball nets on volleyball posts, firmly secured to floor plates.

Tennis batting tees. See diagram for construction appended.

A nylon rebound net is available for purchase.

Pressure sensitive tape for floor markings.

Tennis line marker, or permanent plastic tapes.

Caliphone or other record player for use in rhythmic stroking drills.

"Ball Boy" machine for pitching balls over the net mechanically.

1. SCOPE AND SEQUENCE: (Grade Placement of Skills in Tennis)

	JUNIOR HIGH SCHOOL			**SENIOR HIGH SCHOOL**		
GRADE:	**7** **(15 Pds.)**	**8**	**9**	**10**	**11**	**12** **(15 Pds.)**
KNOWLEDGE						
History of the game	B					
Basic rules of the game	B					R
Scoring	B					R
Etiquette, sportsmanship	B					B
Glossary of terms	B					B
Safety precautions	B					B
Equipment and care of equipment	B					B
SKILLS						
Eye-hand coordination	B					R
Grip						
Eastern forehand	B					R
Continental forehand						O
Footwork	B					R
Body stance	B					R
Forehand Stroke	B					R
Grip	B					R
Stance	B					R
Backswing, forward swing and	B					R
Follow through	B					R
Moving into position	B					R
Backhand Stroke	B					R
Grip	B					R
Stance	B					R
Backswing, forward swing and	B					R
Follow through	B					R
Moving into position	B					R
Service (Flat)	B					R
Position of feet and of the body	B					R
Arm movement of the racquet hand	B					R
Tossing ball into air	B					R
Rules and faults	B					R
Volley; high and low						ADV.
Lob						ADV.
Overhead smash						ADV.
Slice Serve						ADV.
Net game						ADV.
Game strategy	B					ADV.
KNOWLEDGE AND SKILL TESTS	B					B
LEADUP GAMES AND DRILLS	B					B
CULMINATING ACTIVITY (Games, Tournaments, Intramurals)	B					B

CLASS ORGANIZATION

The semi-circle formation is useful in demonstrating fundamental skills such as the grip, ball tapping and the forehand swing.

The floor or spot formation can be used for mimetic practice, and for footwork drills.

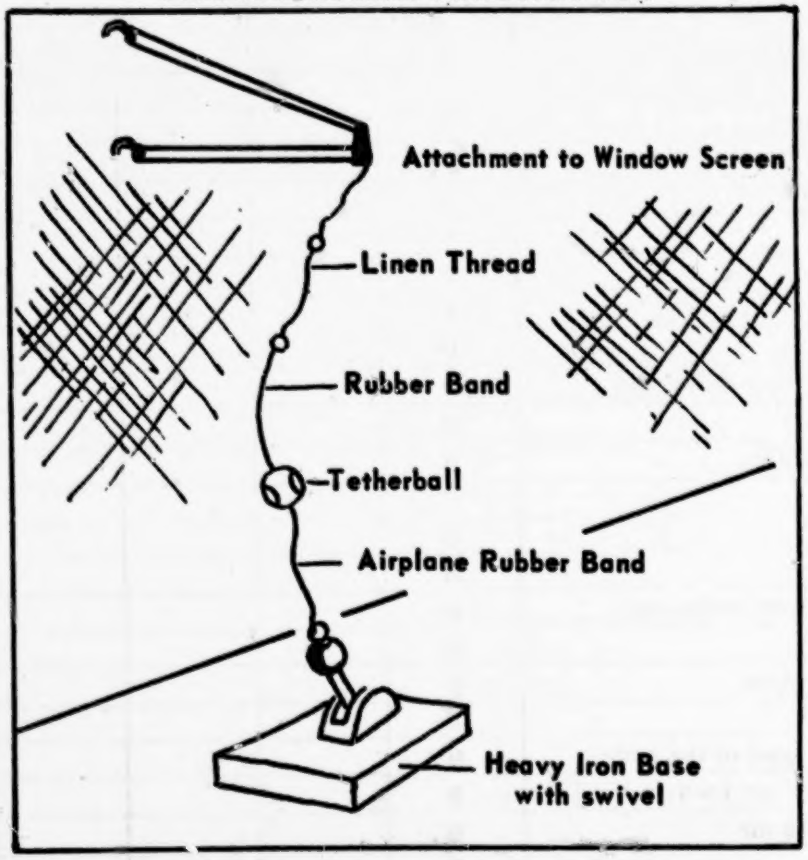
When using the open formation, care should be taken to place left handers on the extreme side of the gymnasium with sufficient space to prevent injury to right handers swinging from the other side.

Wall surfaces should be marked out with a line at the height of the tennis net (3 feet 6 inches).

Rotation of activity should be provided in the plan to prevent interest lag.

Records of progress should be kept to insure that all pupils have had an opportunity to practice skills, and to participate in leadup games. These records will serve to personalize instruction, and motivate further practice.

TENNIS STROKING PRACTICE TEE



(Adapted from suggested plans of Los Angeles Course of Study in Physical Education; 1960)

Class student leaders can be used to advantage in demonstrations, testing, correction of skills, maintaining equipment, and as squad leaders.

One area in the gymnasium may be set aside for practice of skills during free activity time.

To take care of large numbers it is suggested that pupils work in pairs, retrieving balls, etc. Four players may be assigned to a wall.

Practice tees described in the diagram above, under "materials", may be placed along the walls, and in the corners of the gymnasium.

See suggested gymnasium layout in Appendix B.

GENERAL TEACHING SUGGESTIONS

Have materials of instruction ready for use. Assign leaders to check and take care of equipment.

A pre-test can be given so that pupils of almost equal ability practice together.

In giving demonstrations, make sure that all pupils are so arranged as to be able to see and hear without difficulty.

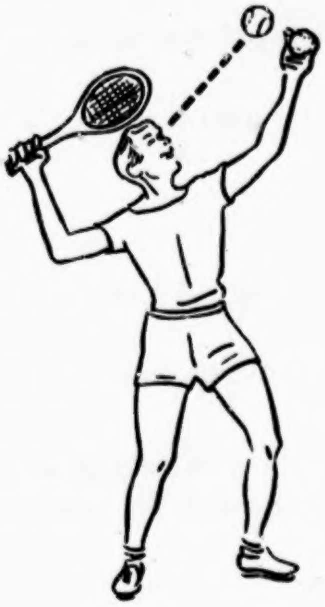
Leave time during the period for analysis, corrective suggestions, and evaluation of the lesson.

Provide skill practice for the major part of the period.

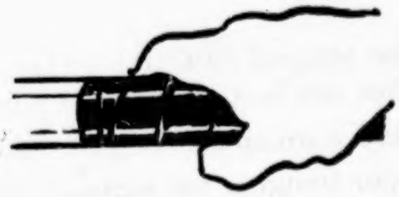
Motivate after school practice.

Avoid detailed analysis. Give basic fundamentals in understandable concise terms. Pupils should also see the completed swing, and how it is used in the playing of the game.

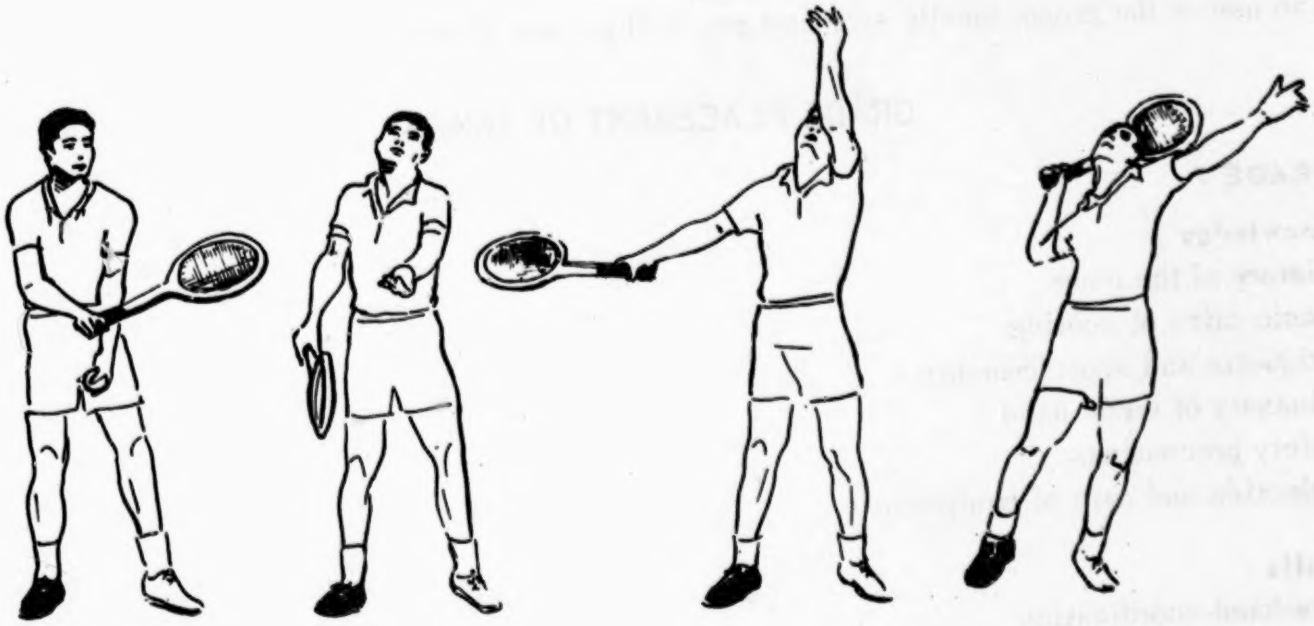
Stress ball control, not power.



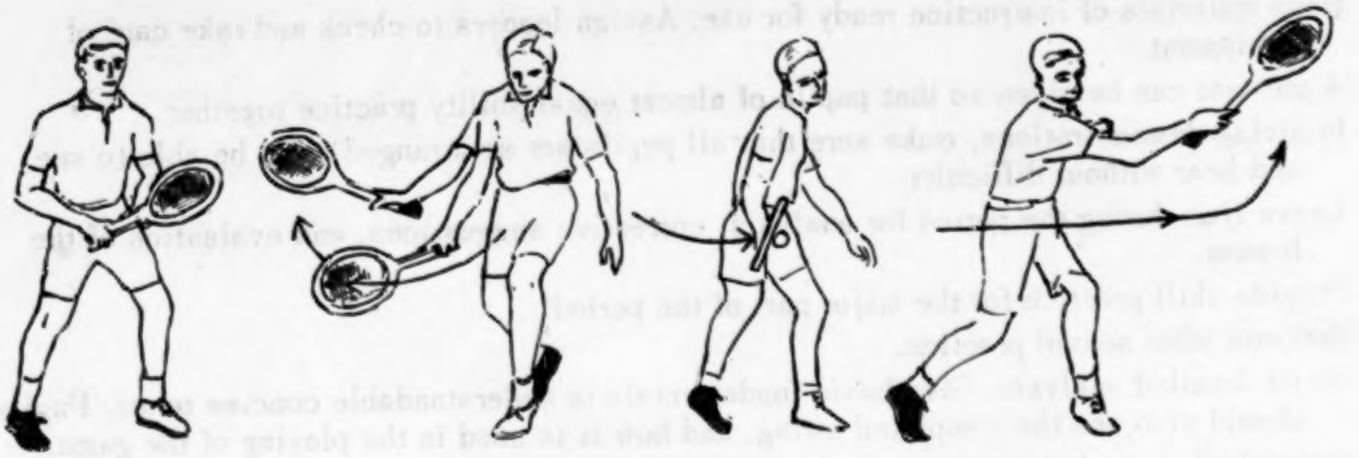
LEFT: THE SERVE
BELOW: EASTERN GRIP



THE SERVE



FOREHAND



Pupils should be given achievement tests and be held responsible for skills which are taught.

For elementary instruction the practice swings and the footwork can be taught without the ball.

Paddle tennis can be used as a leadup game using a smaller area than tennis.

Films and filmstrips can be used to advantage.

SAFETY

Pupils should be spaced sufficiently far apart to prevent hitting each other with the racquet. Allow ten feet between pupils.

Properly selected warmup and conditioning exercises will avoid strains, and sprains.

Insist upon proper footgear for suitable traction.

Stress control in stroking the ball to cut down on incidence of wild hitting, and wild balls.

In doubles play, teach proper positioning of players. In using a wall for practice, the same type of instruction must be given.

Don't allow the retrieving of balls when others are swinging.

Don't permit leaning on, or jumping over the net.

Don't allow pupils to stand or walk behind or in front of players on the court.

Play should not be permitted on wet courts.

The use of the proper handle size and grip will prevent blisters.

GRADE PLACEMENT OF SKILLS

GRADE 7

Knowledge

History of the game
Basic rules of scoring
Etiquette and sportsmanship
Glossary of terms used
Safety precautions
Selection and care of equipment

Skills

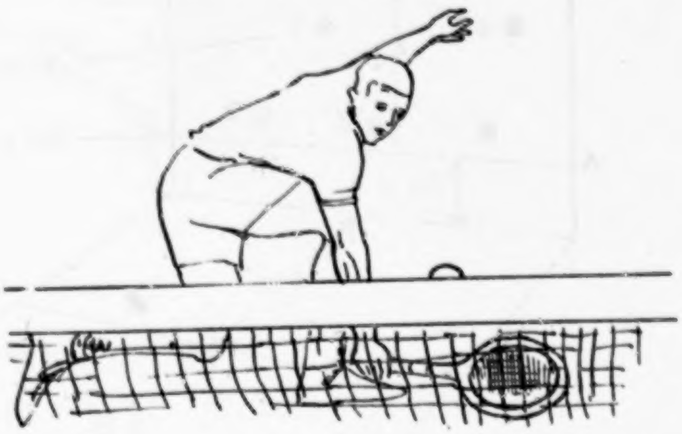
Eye-hand coordination

Skills (Continued)
Eastern grip, Continental grip
Body stance
Basic footwork, moving into position for stroke
Forehand
Backhand
Service-Flat

GRADE 12

Review history and knowledge of the game as taught in Grade 7.
Review basic footwork and stance, and strokes previously learned.
Advanced skills:
  Volley
  Lob
  Slice serve
  Net game
  Singles Strategy

The Volley



MODIFIED AND LEAD-UP GAMES

See *Tennis for Boys and Girls; Grades 7-12* Resource Materials in Health Education. Board of Education: City of New York, 1962.

1. The Ground Stroker
2. The Racket Chopper
3. The Tennis Pitcher
4. The Sky Scraper
5. The Flyball
6. Calling Tennis Shots
7. Tennis Handball
8. Paddle Tennis
9. The Bouncer
10. The Spacer
11. Basketennis Ball

EVALUATION

SUGGESTED SKILL AND KNOWLEDGE TESTS

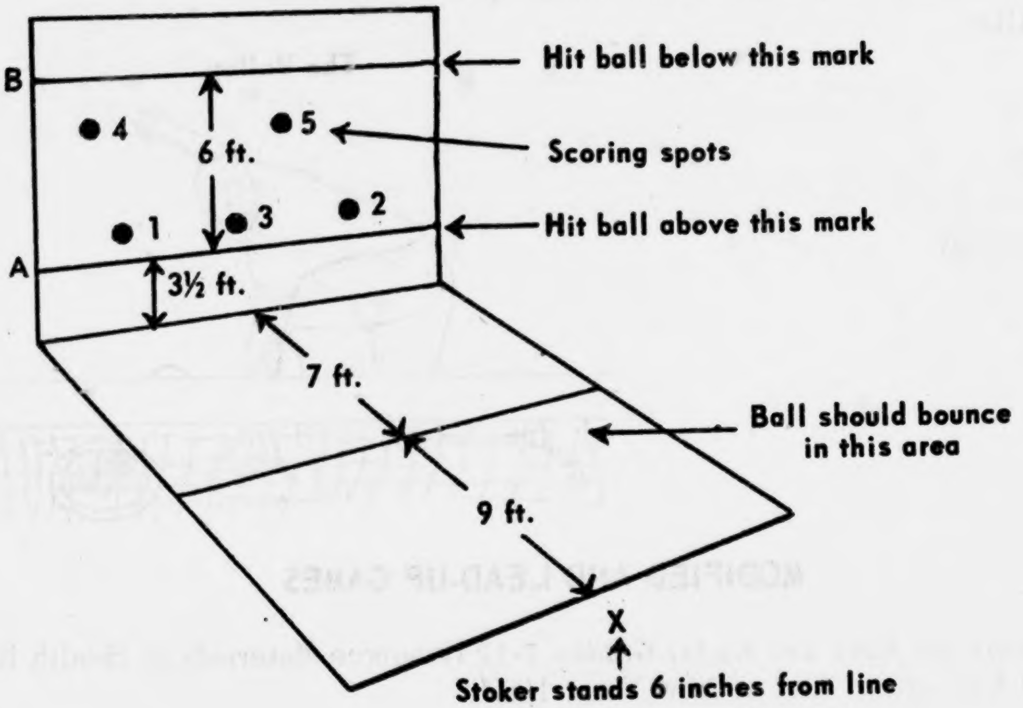
1. Knowledge Test of Rules and Playing Terms
2. Pre-Test for Aptitude
   Bounce a ball to the floor 50-100 times.
   Bounce a ball upward, keeping it in play, 50-100 times.
   Alternate bouncing ball up and to the floor 50-100 times.
3. Accuracy Test
   See diagram, page 266.
   Using the ball boy, or feeder have the pupil being tested score points by striking

scoring spots indicated in the diagram. Student gets five trials. Scoring is based upon a maximum of ten.

The same test can be given using a handball wall. (See diagram)

4. Accuracy Serve – 1.
   See diagram for test 3, page 267.
   Pupil serves ten balls. He scores one point for each shot he hits between Line A and Line B. Maximum is ten.

TENNIS HANDBALL COURT ACCURACY TEST

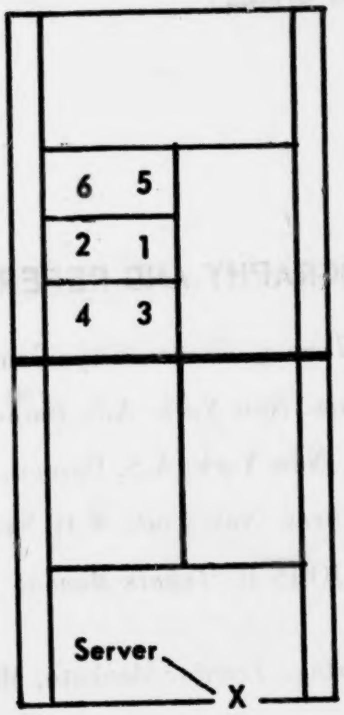

B
A
Hit ball below this mark
4
5
6 ft.
Scoring spots
1
3
2
Hit ball above this mark
3½ ft.
7 ft.
Ball should bounce in this area
9 ft.
X
Stoker stands 6 inches from line

5. Forehand Test
   Pupil stands at the baseline. He drops a ball, hitting x on the first bounce over the net. The pupil gets ten trials. Score one point for each ball that lands within the singles court. The ball must be hit with good forearm form to be counted. Similar test can be given for the backhand.

6. Speed Ball Control Test
   Pupil stands behind a line twenty feet from a handball wall.
   He then attempts to hit the ball as many times as possible in the thirty seconds.
   Score the total number of returns made.

7. Accuracy Serve – 2.
   Mark out far end of the tennis court as suggested in the diagram, page 267.
   Pupil tries ten serves.
   Score is total of points accumulated according to the box in which the ball lands. If the ball hits the net, the score is zero for that serve.

ACCURACY SERVE TEST



8. Playing Observation Test

The teacher can make an objective check list for observing playing skills during a short play period. Four pupils can be tested by having them play a five minute doubles game. Suggested items to be observed are:

1. Is the racquet head carried high during forehand and backhand swings?
2. Does he hold the racquet with the correct grip?
3. Does he use good footwork and body position in readiness to hit the ball?
4. Does he step into the ball at the start of the forward swing?
5. Does he have a level swing of the racquet?
6. Does the racquet meet the ball waist high even with the forward foot?
7. Does he have correct timing, height of ball, and swing in a continuous movement in the serve?
8. Does he rotate and shift the weight properly to the forward foot on the upward swing of the serve?
9. In volleying does he use a short chopping stroke at the ball with a wrist snap?
10. Does he exhibit good game strategy in attempting to place the ball rather then powering it?

GRADE ACHIEVEMENT STANDARDS

GRADE 7 (Pupils should be able to demonstrate the skills and appropriate knowledge as indicated:

1. Knowledge of rules, history of the game safety and court etiquette
2. Basic fundamentals of forehand and backhand strokes
3. Fundamentals of the flat service

GRADE 12

1. Skills and knowledge learned in Grade 7
2. Volley techniques
3. Slice serve
4. Strategy in playing the game

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GOLF

The game of golf is thought to have originated in Scotland, where it was played by, among other people, Mary Queen of Scots in the Sixteenth Century. It was introduced to the United States by John G. Reid in 1888 at Yonkers, New York, and it became popular with wealthy sportsmen. In recent years, the game has grown in popular interest and many public courses have been opened. 5,000,000 people now know, first hand, the fascination of this vigorous, fascinating game.

The game has many attractions including the courses which are often of great natural beauty. It can be played alone, with a partner, with the opposite sex, and by people with physical limitations. It induces a self-discipline that demands utmost concentration. Success depends entirely upon the individual's performance. Experts have enunciated mental hygiene values of the game. As an ideal leisure time activity, golf shares a place in the physical education program.

The creative teacher, who is interested, and who is aware of the values of golf, will seek to overcome physical limitations in the teaching of the game. Suggestions are given herein for improvisation of materials and equipment, and for the maximum use of space.

SCOPE AND SEQUENCE: (Grade Placement of Skills in Golf)

GUIDE

B – Basic skills
R – Review skills

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	**7**	**8**	**9**	**10**	**11**	**12**
KNOWLEDGE						
Basic rules of the game		B				B
Golf etiquette, sportsmanship		B				B
Glossary of terms used		B				B
Safety precautions		B				B
Equipment, and care of equipment		B				B
SKILLS						
Warmup exercises		B				B
Grip		B				R
Stance		B				R
Backswing		B				R
Downswing		B				R
Putting		B				R
Short Irons (5-9 iron)		B				R
Half swing (punch)		B				R
Full swing (shoulder level)		B				R
Long Irons (2-4)						B
Half swing (punch)						B
Full swing (shoulder level)						B
Woods						R
#3 Wood (Brassie)		B				B
#1 Wood (Driver)						B
#2, 4 Wood						
Chipping						B
Pitch and run						B
Pitch						B
Sand shots						
Correction of errors						B
Slice		B				B
Hook		B				B
Smother		B				B
Topping		B				B
Shank		B				
KNOWLEDGE AND SKILL TESTS		B				B
LEADUP DRILLS AND EXERCISES		B				B
CULMINATING ACTIVITY (Trip to golf course; Intramural Tournament)		B				B

OBJECTIVES

To learn the basic knowledge and skills in the fundamentals of the game
To motivate the desire to play the game in leisure time
To understand the function, selection and use of clubs
To learn the rules and the etiquette of the game

APPROACH AND MOTIVATION

Show selected films, film strips, action shots of professionals.
Stimulate pupil participation through discussion and reports of T.V. matches.
Make up attractive bulletin board displays on the game.
Display books on golf at the school library.
Appeal of Father-Son play can be used.
Have an intramural tournament.
Organize varsity team, or after school clubs.
Stress the advantages of playing the game.
Teacher, or expert, give demonstration or clinic.
Plan a visit to local golf course, or driving range.

CLASS ORGANIZATION, MANAGEMENT, AND SAFETY

Skills can be presented in open or spot formation.

Areas for the practice of skills should be roped off and set aside under strict supervision for practice of golf swing.

Use limited squad or platoon organization for maximum skill practice.

Utilize expert pupils as leaders and assistant instructors.

Rotate squads from putting area to driving cage to chipping area for variety of activity.

Place left handed hitters at the extreme end of a line or semi-circle formation with sufficient space between them and the right handed hitters.

Use audio-visual aids to present an overview of the skills.

Allow at least ten feet between pupils in any formation.

Start group in swinging, hitting, warmup activity without undue delay.

See diagrams in Appendix B for suggested formation.

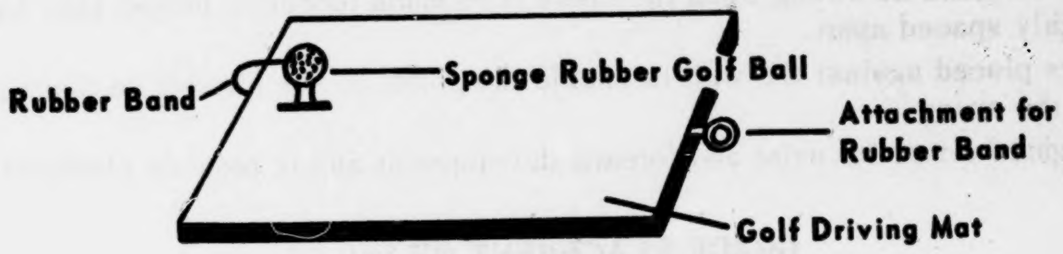
When hitting plastic balls, have the group shoot towards the wall for safety, and as a time saving measure in retrieving balls.

Players may be paired up so that one player watches and retrieves the balls, while the other hits. The pupil who is watching can also act as a safety spotter to prevent movement of other pupils into the hitting area. He can also correct errors.

INSTRUCTIONAL MATERIALS

Putting carpet with cups
Driving Cage. (Double cage is suggested. Folding Type recommended)
Plastic and regulation golf balls
Driving mat. (This can be improvised from door mats with rubber strips.)
Rubber driving tees.
Tethered golf ball. (See diagram for construction.)
Golf clubs. The following are suggested:
  Drivers (No. 1 Wood)
  Spoon (No. 3 Wood)
  Irons (2, 5, 7, 9, Putter)

PRACTICE DRIVING MAT



GENERAL TEACHING SUGGESTIONS

Have materials of instruction ready for use. Assign leaders to check and take care of equipment.

Use audio-visual aids to give an overview of the game.

In giving demonstrations use the semi circle formation for such skills as the grip, and stance.

Use film strips for purposes of analysis of the swing.

Repeated drill with good form is necessary for a grooved swing.

Pupils should get the "feel" of the swing, through repeated neuro-muscular coordinations.

While attention should be given to the basic breakdown of the swing, pupils should be encouraged to use the whole swing.

Teach the fluid motion of the swing rather than the position of the body at each step of the swing.

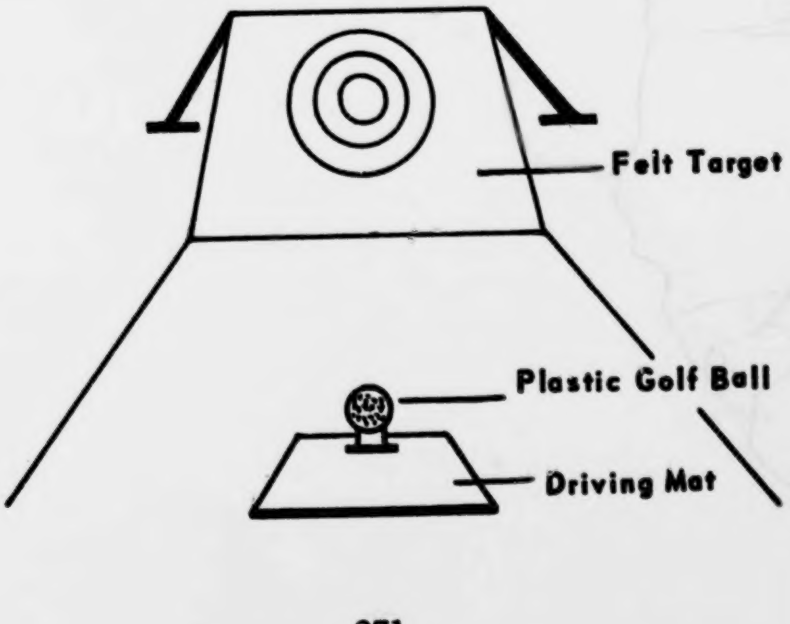
Use simple understandable terms in describing position and movement.

A pliable "stick figure" can be used to advantage to illustrate the position of the body at each stage of the backward and forward motion of the swing.

If the pupil misses the ball repeatedly, have him take a shorter swing by choking up on the club, until he achieves success.

Give detailed correction and suggestions for errors of movement and position.

STICK - ON PRACTICE SCREEN



Use skilled players as assistant teachers to help in correction and control of squads.

Insist that no clubs be swung when the class is in mass formation unless they have been thoroughly spaced apart.

Use mirrors placed against the wall to enable the golfer to see himself so that he understands the swing.

Use a weighted driver for wrist and forearm development and to promote clubhead feel.

GRADE PLACEMENT OF SKILLS

GRADE 8

Knowledge

Rules and etiquette of the game
Safety precautions
Terms used in the game
Selection and care of equipment

Skills

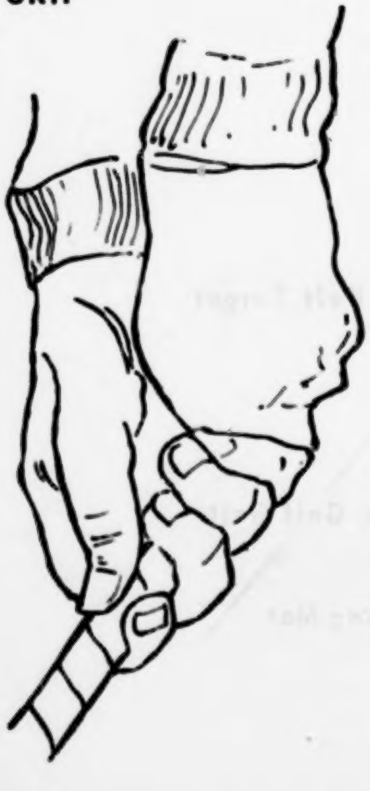
Grip stance, back swing, downswing
Putting
Swing for short irons
Correction of errors

GRADE 12

Knowledge and skills learned in Grade 8
Use of woods off the fairway
Chip shots and pitch shots
Correction of errors

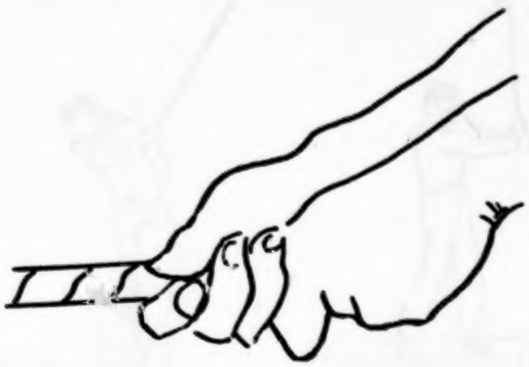
ANALYSIS OF SKILLS

THE GRIP

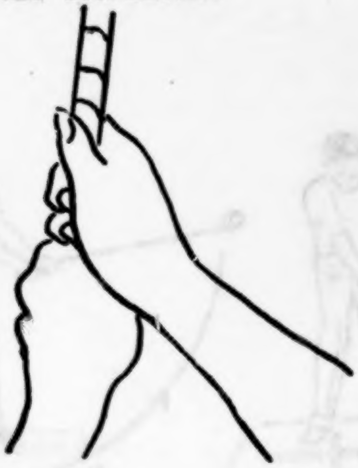


a. *Vardon Overlapping*
– most popular and most effective

INTERLOCKING



MODIFIED BASEBALL



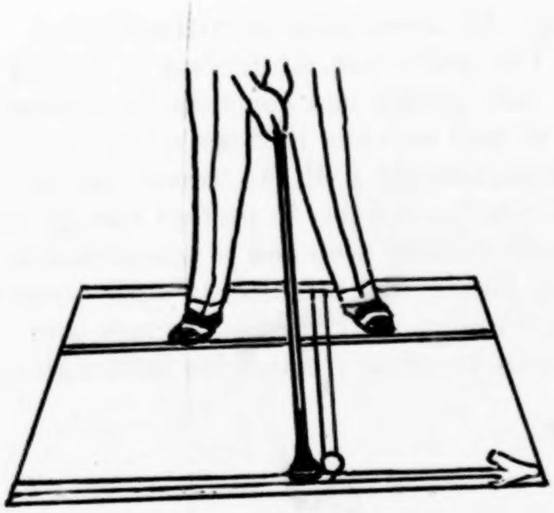
b. *Interlocking* – used by few professionals – common with women and players with small hands.

c. *Modified Baseball* – involves all principles of other grips except that fingers do not overlap or interlock – becoming more popular lately – used by a few outstanding golfers.

TEACHING HINTS

Have squad face teacher in semi-circle. Teach left-hand grip first, then right-hand grip. Have pupils lift club off floor, and extend club forward with outstretched arms. Teacher and leaders can then check to see that the letter "V" is formed by thumb and first finger of each hand, and that the "V's" are parallel to each other and both point over the right shoulder. Pupils should never swing club while in mass formation.

STANCE



Toes point out slightly, the left a little more than the right.

Knees should be flexed (as if sitting on stool, one inch below normal height), and the weight is equally distributed, slightly towards the heels.

Distance between feet varies, with feet almost touching on short chip shots and increasing until spread the width of shoulders on full wood shots.

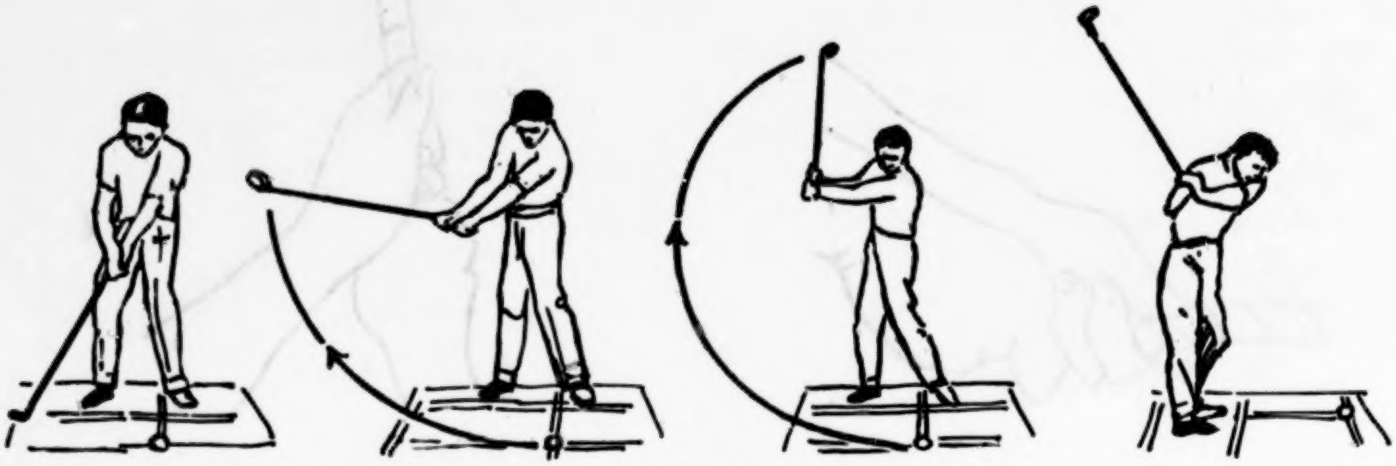
Terms:

Square stance – feet parallel to direction line
Open stance – left foot drawn back slightly
Closed stance – right foot drawn back slightly

POSITION OF BALL

Ball is played inside left heel
Right foot is adjusted according to shot

BACKSWING



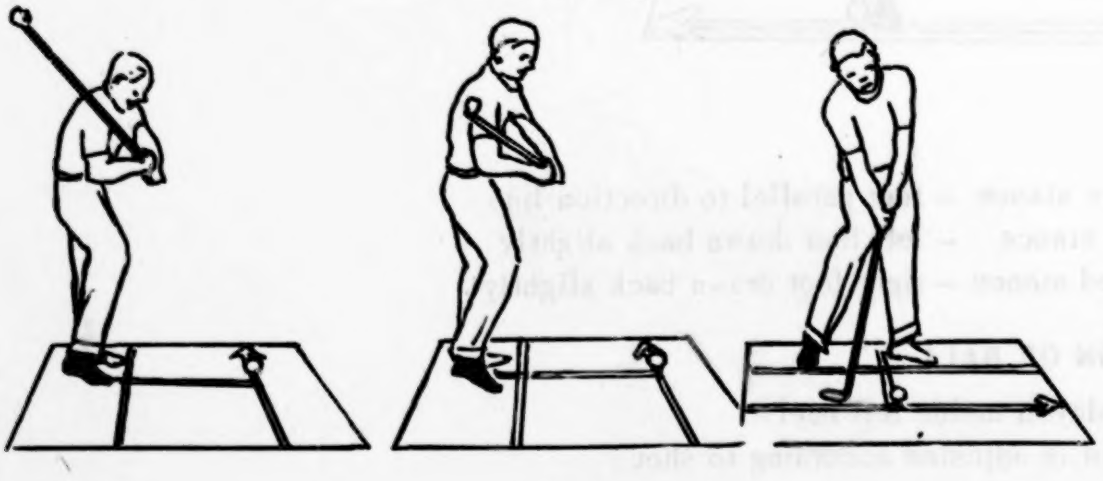
This is coordinated movement of clubhead, hands and body, with emphasis on the hands. The hips move in a combination of twisting and shifting. The clubhead swings fairly close to the ground at the beginning of the backstroke. As the upswing progresses, the body is wound up by making a full backward turn of 90° with the back facing the flag, while the head is kept facing toward and held directly opposite the ball.

At the top of the stroke, all resources are in a position to deliver a powerful yet controlled swing through the ball. There is a feeling that the muscles of the left side have been stretched, also a decided feeling of hand and wrist control. There is a firmness in the grip with the last three fingers of the left hand. The wrists are fully cocked, and the clubface is open, pointing towards the ground.

DOWNSWING

After a momentary pause at the top of the backswing, the downswing is initiated by a complete shifting of the weight to the left side. The golfer has the feeling of hitting into or against a braced left side. This firm left side guides and supports the hitting effort of the arms and hands. There is a feeling of pull with the left arm as the left side takes control, and the hands lead the clubhead into the ball. At impact, the head is steady, and the eyes are on the ball. The left arm is straight. In perfect timing, the uncocking of the wrists starts at the entrance to the hitting area and is completed at the instant of impact. This movement of the arms, hands, and the club is made possible by perfect body balance. Emphasis is placed on swinging the clubhead through and along the intended line of direction. The swing must be clear through the ball with no

Downswing



tendency to quit on the shot. At the finish, most of the weight is on the left foot, and the body is facing the line of flight with the head held steady.

Emphasis by the professionals in recent years has been on accuracy with irons. Many of our top golfers use an abbreviated backswing and rarely have the hands above shoulder level, without a full cocking of the wrist.

PUTTING

Use reverse overlap grip

Elbows are kept close to the body, with right elbow touching or resting lightly on right thigh

Head is directly over the ball

Use narrow stance from squatting position with both hands on top of shaft

Both hands take putter back in straight line, close to the ground

The right hand strokes the ball to hole along direction line

Take putter back further for longer putts

CHIPPING

Chipping is a segment of a full swing, accomplished mainly by the hands and arms. At the start of the swing weight is equally distributed on both feet. Distance is controlled by length of backswing. Ball is struck by pulling down with left hand, while the right hand makes an underhand throw as in pitching a softball. The finished picture has the head steady, weight transferred to the left foot with the arms outstretched forward and the club pointing toward the flag. For class teaching, it is preferable to select a highly lofted iron (as #9), although many professionals will vary between a #5 through a wedge, depending on the shot to be made.

APPLICATION

See suggested Appendix B for class organization and application.

EVALUATION

GRADE ACHIEVEMENT STANDARDS

GRADE 8: Pupils should be able to demonstrate the skills and appropriate knowledge indicated:

Knowledge of rules, and etiquette of the game

Proper grip

Smooth coordinated swing, with good form in driving, and using the short irons

GRADE 12

Knowledge and terms learned in Grade 8

Skills in driving and use of irons

Fairway shots, chip, and pitch shots

SKILL TESTS

1. *Knowledge Test* of Rules and playing terms

2. *Putting Test*
   At a distance of ten feet, score the number of successful puts into a putting cup or disc on the carpet. Score two points for a successful put, one point if the ball hits the cup or disc but doesn't go in, and zero if the ball fails to hit the disc.

3. *Chipping Test*
   From a distance of ten feet mark concentric circles on the wall or on a mat with diameters respectively of two, four and six feet. The object is to chip a puff ball, or a plastic golf ball from the driving mat, using a rubber tee to hit the innermost circle. The circles are scored five (for the innermost one) three and one. The pupil is allowed five trials.

4. *Driving Accuracy Test*
   This test can only be given in a driving cage. From a distance of twelve feet, drive the ball to hit the innermost of three concentric circles, with diameters respectively of two, four and six feet. Score five for the smallest circle, then three and one. Each pupil gets five trials.

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MODEL LESSON PLAN

AUDIO-VISUAL AIDS

(See appended list of approved aids which are available on the New York City Board of Education list.)

BOWLING

The earliest known records show that bowling was played in ancient Egypt in 5200 B.C. No other sport can trace its origin to such an early date. Bowling has been popular through the ages and has even influenced the course of history. With the advent of automation, bowling has had a resurgence of interest and has become a family recreative sport.

Bowling is unique in its present and carryover values. The game can be played by a wide range of ability and age groups. The simplicity of the game and the fun in playing, make it a game in which family participation is widespread. It is a sport in which the individual can meet with some degree of success even as a beginner. The handicap system frequently used in the game equalizes skills, and yet gives recognition to those who excel. When adapted to school facilities the game is an ideal one for inclusion in the school program.

Scope and sequence are given in the chart on page 278.

OBJECTIVES

To develop fundamental bowling skills
To provide opportunity to participate in wholesome leisure-time activity
To provide experiences in which boys can derive feelings of joy, satisfaction, success, and social status through proficiency
To teach knowledge of scoring, etiquette, and rules of the game

APPROACH AND MOTIVATION

Show films, or film strips to the class.
Invite an expert available from the American Bowling Congress to talk to the class or at an assembly program.
Initiate an intramural bowling tournament, or an intra-squad tournament after school.
Members of the varsity team, or other experts can give demonstrations.
The installation of a bowling trainer will stimulate interest.
Discover students who have already acquired bowling skills to form the nucleus of a special leaders' corps in the sport.
Performance tests in bowling skills will stimulate interest through a desire to perform well.
Establish a library of bowling books available to the students.
Establish a well illustrated bulletin board of "Bowling News".
Publicize the program in the school newspaper.

INSTRUCTIONAL MATERIALS

Note that many of the proprietors of local alleys will donate equipment for use by the school. They will also make alleys available for school groups at reduced rates.
Bowling trainer and bowling cage
Duck pins and softballs
Bowling balls, and bowling pins
Bowlite, plastic bowling pins and rubber bowling ball
Portable ball return equipment for use with bowling cage
Pressure sensitive tape for floor markings
Scoring sheets, crayons

CLASS ORGANIZATION AND MANAGEMENT

For skill teaching without the bowling ball, instruction can be given on-the-floor spots, with pupils well spaced apart.
For skill teaching with a bowling ball, pupils can be placed in parallel-squad formation with the performer standing at a foul line, and a distance of about ten to fifteen feet from the squad.
See diagram below.
Portable bowling trainers can be placed against the wall with a space of about ten feet between trainers. Have one squad face each trainer.

SCOPE AND SEQUENCE: (Grade Placement of Skills in Bowling)

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
KNOWLEDGE						
History of the game			B		R	
Scoring Techniques			B		R	
Basic rules of the game			B		R	
Equipment and care of equipment						
Selection of a ball			B		R	
Selection of shoes			B		R	
Glossary of terms used			B		B	
Safety precautions			B		B	
Etiquette of the game			B		B	
SKILLS						
Position for delivery			B		R	
Straight ball			B		R	
Hook ball					ADV.	
Four step delivery			B		R	
Three and five step deliveries					O	
Release of the ball						
Straight ball			B		R	
Hook ball					ADV.	
Curve ball					ADV.	
Follow through			B		R	
Pin bowling			B		R	
Spot bowling					B	
Pin falls						
Left side spares			O		B	
Right side spares			O		B	
Converting the splits			O		ADV.	
KNOWLEDGE AND SKILL TESTS			B		B	
LEADUP GAMES AND DRILLS			B		B	
CULMINATING ACTIVITY (Visit to local alley; Intramural Tournament)			B		B	

Adapted bowling lanes with portable ball return can be placed at the sides of the gymnasium parallel to the long axis of the gym. Safety zones should be marked out.

In warmups, exercises which involve arm swinging, knee bending, and trunk bending should be used as directly applicable to skills being taught.

In using the portable adapted lane, the next boy waiting his turn should set up the pins, and return the ball.

Rolled mats set up against the wall can be improvised in lieu of portable trainers.

GENERAL TEACHING SUGGESTIONS

General information, the steps in delivery, can be given to the class on their floor spots.

As equipment becomes available, increasing numbers of students may participate in the practice and instructional period. Otherwise, with limited equipment, have a few squads practice skills on a rotating basis.

Make a plan of the floor space available, and the space to be allotted to the activity.

Demonstrate the skill to be learned such as the swing delivery, thrust-and-swing delivery and the approach.

Give general cues and corrections.

Teach the straight ball delivery until this type of delivery is mastered.

After this delivery has been thoroughly learned, teach the hook delivery.

Teach movement as the basis for the total skill to develop a smooth, easy rhythmic style of bowling.

HELPFUL HINTS TO TEACHERS

FAULT	RESULT OF THE FAULT	REMEDY SUGGESTED
Improperly facing pins at the start.	One shoulder ahead of the other. Not facing target. Not standing in easy relaxed style.	Assume easy relaxed position on approach, with eyes forward shoulders parallel to the foul line.
Taking first step out of line.	Approach to foul line in zig-zag or poor angle.	Make first step short directly towards target.
Pulling the right shoulder back.	Ball's weight pulls on shoulder.	As ball swings down and then back past right leg, make certain that head and body directed straight ahead. Use right shoulder as pivot base for arm swing. Don't bring ball back too high.
Too high a back swing.	Ball thrown instead of rolled.	Let ball swing backward naturally in smooth motion. Ball not back higher than shoulder.
Not keeping arm close to the body.	Permits ball to swing outward and away from the body.	Keep arm close to the body in natural sweep.

HELPFUL HINTS TO TEACHERS (Continued)

FAULT	RESULT OF THE FAULT	REMEDY SUGGESTED
Insufficient backswing	Pushes ball on delivery. Poor follow through.	Swing ball naturally back as far as it will go. At top of the arc let it come forward on downswing with the weight of the ball furnishing power for smooth delivery.
Lunging at foul line	Timing off. Jerky delivery forces bowler to snap the ball.	Make each step deliberate and smooth. Motion should be a flowing, rhythmic one.
Turning the ball too soon	Hook delivery erratic and inconsistent.	Turn the ball after it has passed the left foot.
Overturning the ball	Snapping, twisting or jerking ball at the moment of release.	Let ball do the work. Let thumb and fingers come out of the ball smoothly and easily.
Finish in the wrong position	Left knee is not bent, body not bent from waist down.	Finish with left foot pointing forward, left knee bent, body bent forward from waist down, right leg back.
Tightening up in delivery	Jerky start, and finish in unnatural delivery.	Stop and relax before delivery. Get approach under way with short deliberate first step.
Release of ball too soon	Windup with low follow through, or none at all.	Wait until ball passes left foot before release. Helps to maintain better ball control.
Wrong angle for strikes	Doesn't know angle to play.	Straight ball from right corner, hook ball from a three-quarter angle, and curve from near center.
Improper follow through	Arm usually halts at the left leg. Arm out, or across the body. Too high a follow through causing thrown ball.	Reach foul line with smooth, unhurried approach. Let fingers come out of ball smoothly, and continue arc of the arm swing.
Approach too fast	Poor timing, balance, and finish.	First step determines rhythm and timing throughout. Take short stride with first step making pushaway a careful procedure. Walk straight to the target.

HELPFUL HINTS TO TEACHERS (Continued)

FAULT	RESULT OF THE FAULT	REMEDY SUGGESTED
Steps too long	Body sway from side to side, timing off, and off balance at foul line.	Begin slowly with short step, then increase length of the pace gradually. Square shoulders to target and walk in a direct line.

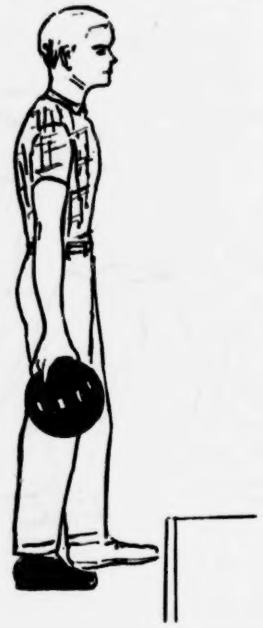
SAFETY PRECAUTIONS

Keep bowling area free of other activities.

Use mimetics before using softballs, or bowling balls.

Teach proper way to stop a rolling ball with the sole of the foot.

The Start



Have pupils bowl in proper order. Pupils who are waiting for their turn should be back of the bowler.

Trainer can be used without pins for teaching stance, approach armswing and follow through.

Where adapted bowling cage is used:

The pin boy must leave the cage after setting up the pins.

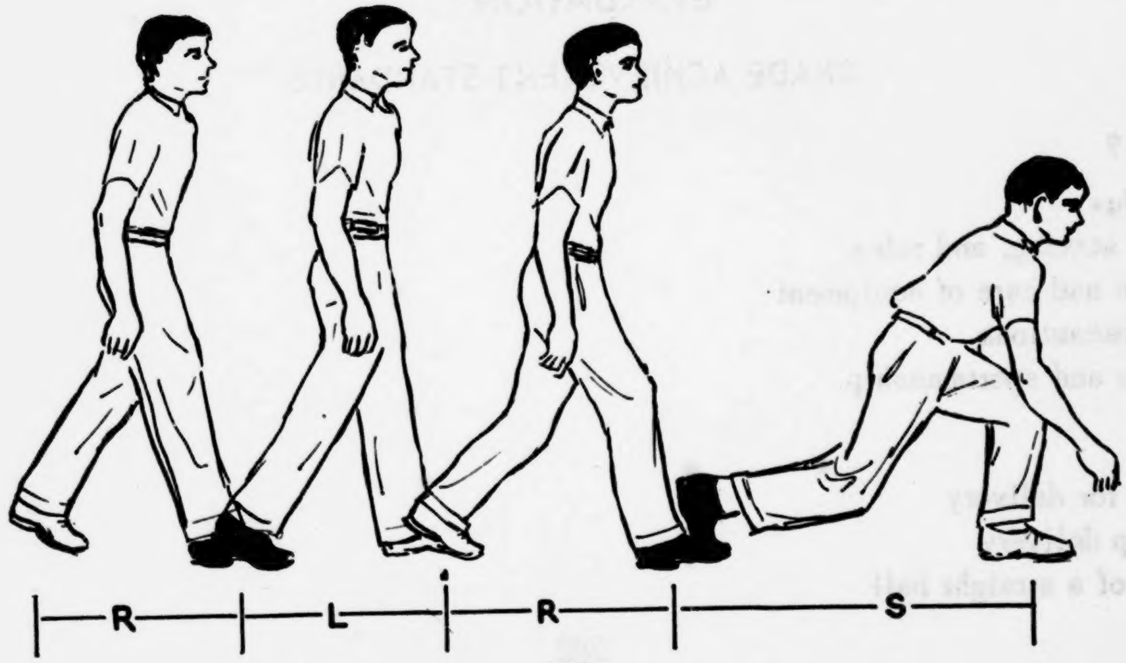
No boy is permitted to stand in back of the cage.

The ball should be rolled back gently on the portable ball return.

Select the proper ball.

Look, before the pupil bowls, to make sure that the area is clear.

Four-Step Delivery



Pick up ball properly from the ball return.

Wear bowling shoes, or a large woolen sock over the sneaker of the sliding foot.

Don't allow any practice swings.

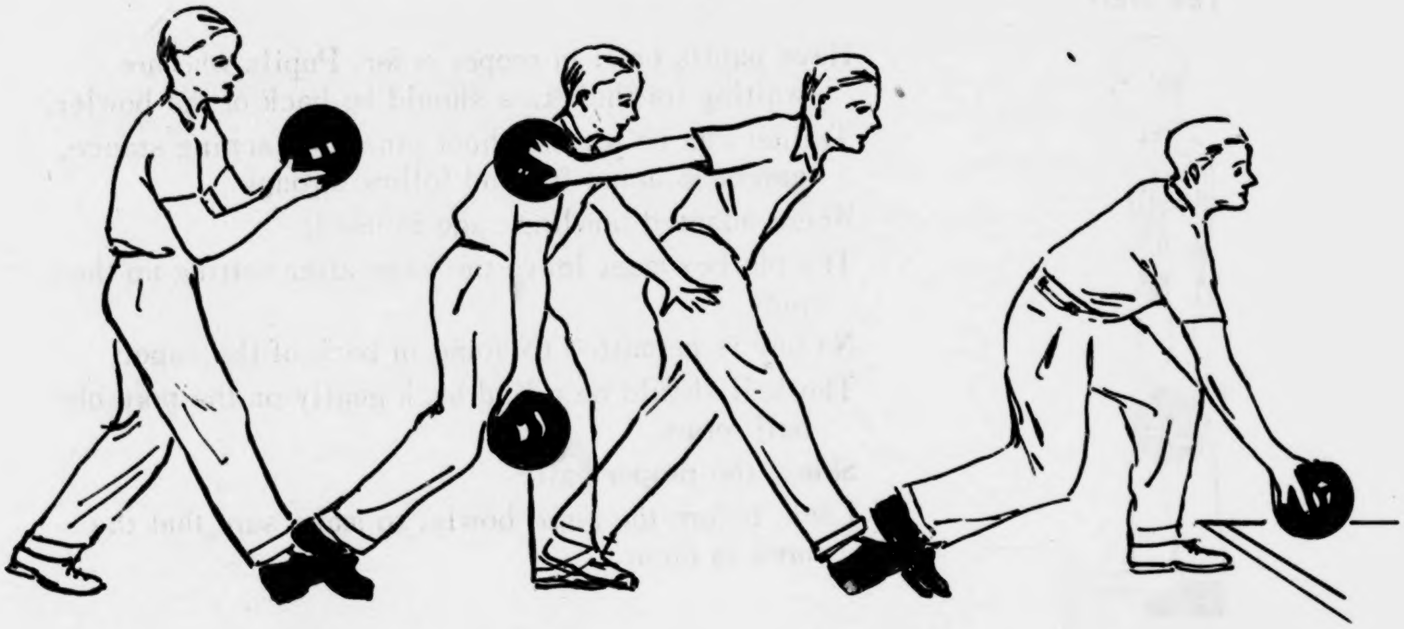
Learn to lift the ball properly from the ball return.

Do not lean across the ball return, grasp the ball with both hands from the outside. Bend the knees when lifting the ball.

LEADUP GAMES OR MODIFIED GAMES

1. Bowlite bowling
2. Indian Club or Rubber Pin Bowling
3. Diamond or King-Pin Bowling
4. Lawn Bowls
5. Bowl Spot Ball

The Delivery



EVALUATION

GRADE ACHIEVEMENT STANDARDS

GRADE 9

Knowledge

History, scoring, and rules
Selection and care of equipment
Safety precautions
Etiquette and sportmanship

Skills

Position for delivery
Four step delivery
Release of a straight ball

Skills (Continued)
Follow through for straight ball
Elements of spot bowling

GRADE 11

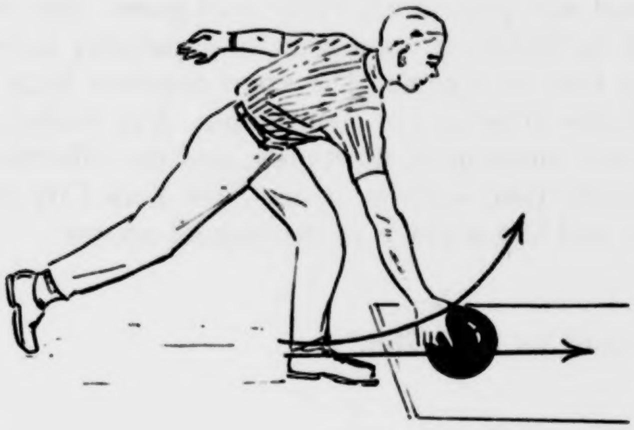
Knowledge and skills learned in Grade 9
Release of a curve or hook ball
Advance techniques in pin bowling, and pin falls

SUGGESTED SKILL TESTS

Knowledge tests of rules, etiquette and scoring
Skill test based upon observation of student in bowling techniques
Suggested standards based upon a ten point observation test might include the following:

1. Does he always stand the same distance in back of the foul line at approximately ten to twelve feet?
2. Does he point the left foot directly at the target with the shoulders squared and parallel to the foul line?
3. Does he step forward with a short slow step with the right foot simultaneously pushing the ball away in a smooth motion?
4. Does he use a pendulum swing of the arm?
5. Does he use the four step approach in a smooth, easy, unhurried, coordinated rhythmic motion?

The Release



6. Does he let the weight of the ball bring the ball down and forward?
7. Does he release the ball after the hand has passed the left foot?
8. Does he follow through smoothly bringing the hand up in front of the face, and holding the position until the hit is noted?
9. Does he use the same delivery for strikes and spares?
10. Does he adjust his starting position to get the correct angle?

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AUDIO VISUAL AIDS

(See appended list of approved aids which are available on the New York City Board of Education list.)

HANDBALL

Since ancient days, people have played games using a ball. One of the oldest forms of ancient games involved batting a ball against a wall with the hand. The game was played in ancient Rome using the marble walls of the baths. In its modern form, handball began in Ireland as a game called, "fives" and soon spread to the continent. About 1840 handball was brought to the United States and was played as a four wall game. The one wall game originated in the beach resorts of Brooklyn. It soon grew in popularity because the game had more spectator appeal than the four wall game. The sport requires little equipment other than a wall and a ball. It can be played by two or four people. Any modern form of the game demands precision, control, speed, endurance, alertness, and the effective use of both hands. It is an extremely popular leisure time activity in the New York City area. Handball has popular appeal to our students and has a place in the school sports program.

Scope and sequence are given in the chart on page 286.

OBJECTIVES

To teach the basic skills in playing the game.

To teach the rules, court etiquette, and sportsmanship.

To develop physical attributes of balance, speed, agility, coordination, accuracy, and endurance.

To afford carry-over values for wholesome leisure time activity.

APPROACH AND MOTIVATION

Intra-squad and intramural competitive programs will serve as a stimulating force for arousing interest in the sport.

Publicize the program in the school newspaper, posters and charts in display cases, handball bulletin board during the progress of the unit.

Set up achievement standards as a motivating force in skill development.

Invite a speaker-demonstrator from the A.A.U.

Have members of the varsity teams give demonstration of skills.

INSTRUCTIONAL MATERIALS

Sufficient handballs for efficient skill practice. Note that air filled balls may be used for practice of skills rather than the regulation gas filled ball.

Pressure sensitive tape for floor and wall markings.

Handball gloves.

Wall space.

CLASS ORGANIZATION AND MANAGEMENT

Use spot or floor formation for teaching certain basic skills.

For the practice of skills use four men (doubles) on a court with four other pupils standing by.

Use a rotation plan for practice and application of skills with variety of drills.

Make extensive use of student leaders for corrections, demonstrations, and as game officials.

Make use of available indoor wall space, even though not necessarily regulation size of a handball court for skill practice.

GENERAL TEACHING SUGGESTIONS

Motivate with demonstrations, films, film strips, and skill standards to be achieved.

Plan the presentation thoroughly.

Have pupils begin elementary strokes by throwing the ball against the wall and stroking the ball from high low, and waist high positions.

For developing the left hand (for right handed pupils) have them throw the ball against the wall with the left hand.

Use air filled balls for elementary instruction.

Use practice drills such as volleying alternating right and left hand for practice in the use of both hands.

Give cues, make general and specific corrections.

SAFETY PRECAUTIONS

Pupils should be properly dressed for the activity with rubber soled shoes or sneakers.

Sufficient time should be devoted to an adequate warmup to ensure prevention of strains and sprains.

Eye glass guards, or shatterproof glasses should be worn by pupils who need them.

Do not allow pupils to cross the court while play is in progress.

Pupils should wear gloves when playing with a regulation ball.

The pupil playing the ball should be given the right of way to prevent body contact. Rules for "hinder" should be explained and demonstrated.

Pupils should remove rings and other jewelry when playing.

GRADE PLACEMENT OF SKILLS

Grade 8

History, rules, scoring, court etiquette.

Safety precautions, care of equipment.

Use of the hand and the ball in the semi-cupped, flat hand, and fist position.

SCOPE AND SEQUENCE (Grade Placement of Skills in Handball)

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
KNOWLEDGE						
History of the game		B		R		
Basic rules of the game		B		R		
Scoring		B		R		
Etiquette and sportsmanship		B		B		
Glossary of terms used		B		B		
Safety precautions		B		B		
Equipment needed and its care		B		B		
SKILLS						
Use of the hand and the ball						
1. Hand semi-cupped		B		R		
2. Flat hand		B		R		
3. Fist, or punch ball				B		
Stance and footwork						
1. Basic stance in readiness for hit		B		R		
2. Running into position for hit		B		R		
3. Step, swing and follow through		B		R		
Basic strokes						
1. Bent arm overhand		B		R		
2. Full arm overhand		B		R		
3. Sidearm		B		R		
4. Full arm underhand				B		
5. Straight arm underhand				B		
Serve						
1. Technique of ball drop		B		R		
2. Sidearm stroke		B		R		
3. Overhead stroke		B		R		
4. Underhand serve				B		
5. Left hop serve				ADV.		
6. Right hop serve				ADV.		
7. Low drive serve		B		R		
8. High lob serve		B		R		
Basic shots						
1. Kill shot		B		R		
2. Passing shot				B		
3. Volley off the wall						
High overhead volley		B				
Sidearm volley				ADV.		
Underhand volley				ADV.		
Single strategy		B		R		
Doubles strategy		B		R		
KNOWLEDGE AND SKILL TESTS		B		B		
LEAD UP GAMES AND DRILLS		B		B		
CULMINATING ACTIVITIES		B		B		
(Games, Tournaments, Intramural Tournament)		B		B		

Grade 8 (Continued)

Stance and footwork.

Basic strokes including bent arm overhand, full arm overhand, sidearm, full arm underhand, straight arm underhand.

Techniques of the serve.

The kill shot and the volley off the wall.

Playing strategy.

Grade 10

Knowledge and skills reviewed which were learned in Grade 8.

Advanced skills such as the punched ball, underhand swing, left and right hop serves, sidearm and underarm volleys.

Tournament play and game strategy.

ANALYSIS OF BASIC SKILLS

Stance

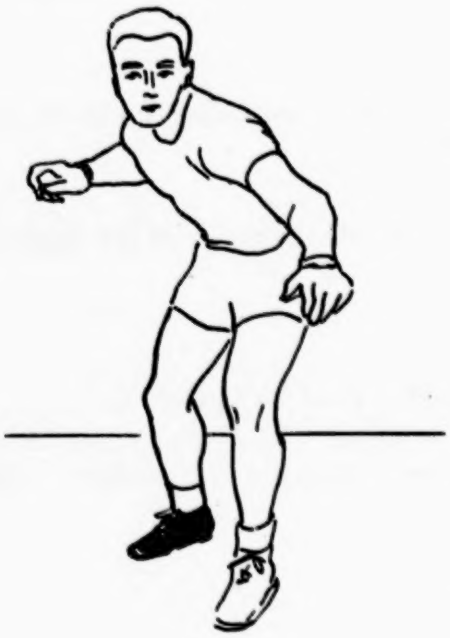
Serve

Left shoulder pointed towards the wall.

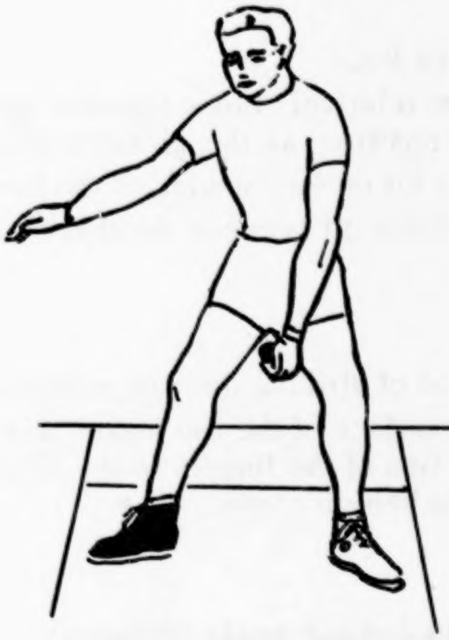
Feet well spread apart (12-18 inches) with left foot closest to the wall.

Knees slightly bent.

THE SERVE



READY POSITION – RECEIVING SERVE



Receiving

Body faced towards the wall.

Semicrouched position, bent at the waist, knees slightly bent with feet apart.

In running for the ball the first steps should be short ones to maintain balance.

The foot on the side of the play should always be behind the ball, and the steps just before the ball is hit should be short ones to enable the player to get into the "set" position to swing through the ball.

Hand Positions

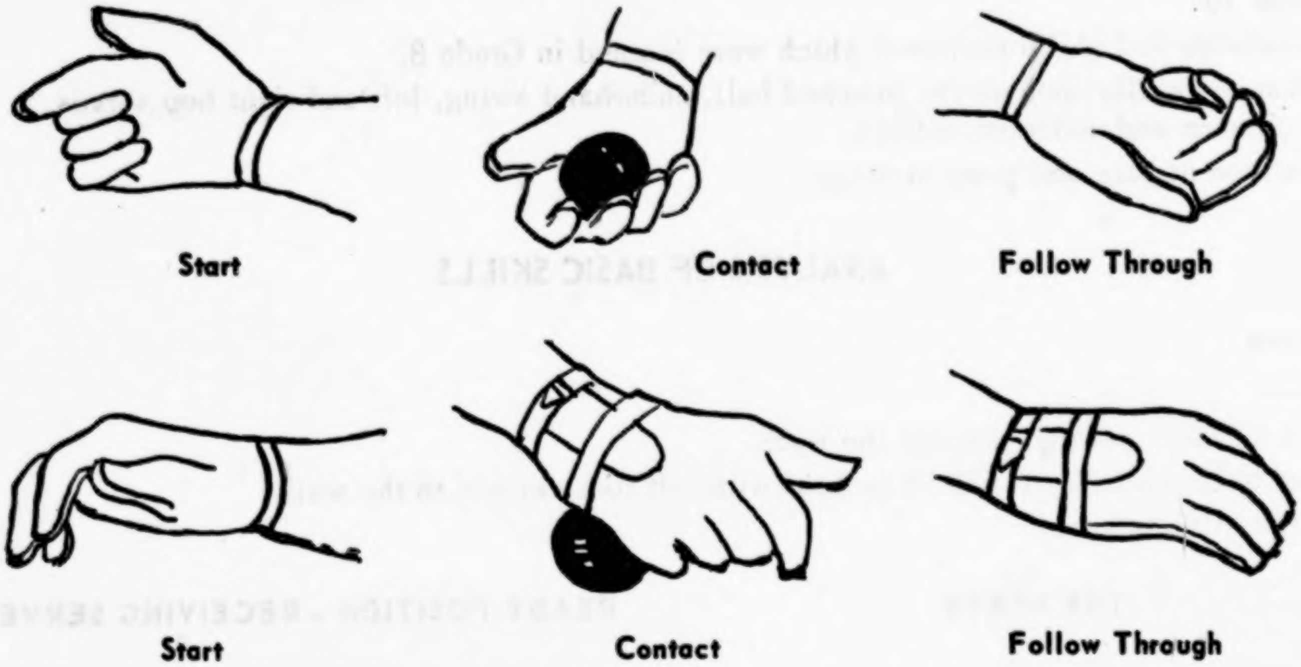
Flat Hand

Fingers together, thumb in close to the index finger.

The ball is hit on the cushion of the hand.

The ball is slid off the end of the fingers with the wrist acting as a hinge.

HOOK SERVES



Semi-cupped Hand

Fingers are relatively close together and slightly bent (cupped) with the thumb in its natural position, as though the pupil were shaking hands.

The ball is hit on the cushion of the hand.

The ball slides off between the thumb and the forefinger or off the base of the little finger.

Fist

This method of striking the ball makes the ball move faster past an opponent.

The rough surface of the fist makes this ball harder to control. The fist is made by bringing the tips of the fingers to the fleshy part of the hand making a flat surface. The thumb is held in close.

Strokes

Full Arm Underhand Stroke (Sidearm)

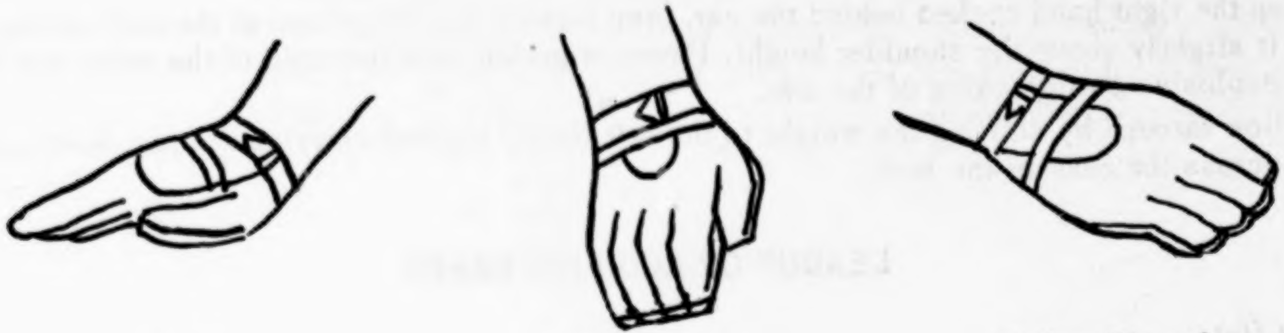
The stance is the same as in serving.

The arm, slightly bent at the elbow is brought back to shoulder height.

The body weight is shifted to the rear leg.

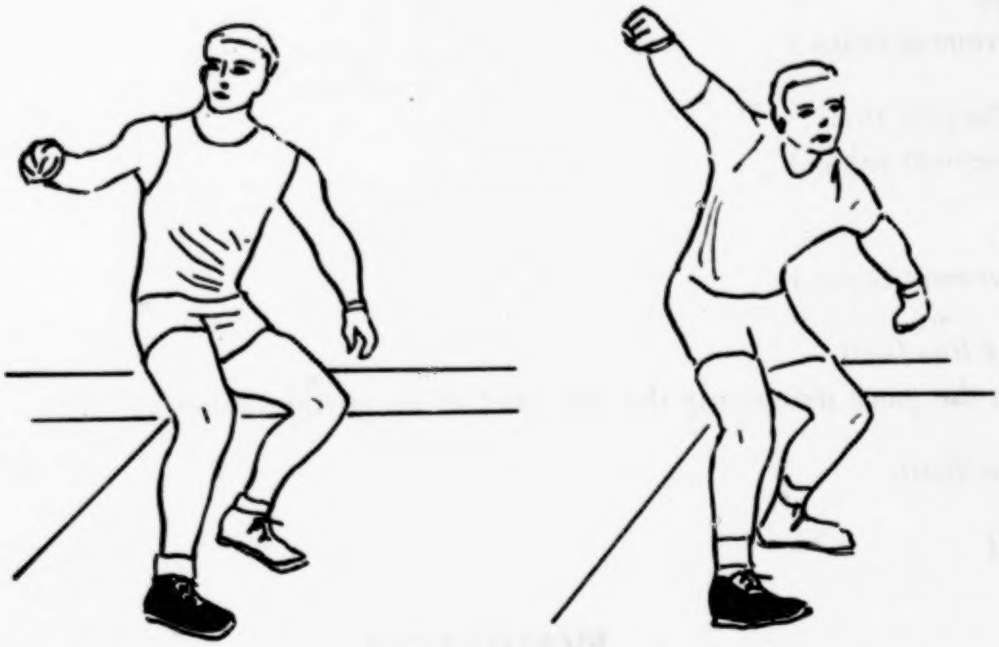
Short step is taken forward with the front foot, swinging the right arm forward and down and parallel to the floor, hitting the ball at the height of the knee.

HAND POSITION – KILL SHOT



Start Contact Follow Through

SIDE-ARM SWING



Follow through by continuing the arm swing in front of the body, and stepping forward with the right foot.

Straight Arm Underhand Stroke

The motion is similar to the softball pitch.

Face the wall, left foot in advance.

Bring the right arm straight back underhand as the weight is shifted to the right or back leg.

Swing the arm straight forward from the shoulder and step forward with the left foot as the ball is struck.

Follow through with the arm in the direction the ball is to go, as the weight is shifted to the left leg.

Bent Arm Overhand Stroke

This is the most accurate of the strokes and is used for shots in the vertical plane.

Face the front wall with the left foot about 18 inches ahead of the right.

The right arm is bent at a right angle with the elbow about shoulder high.

Keep the right hand cocked behind the ear. Step forward and throw arm at the ball hitting it slightly above the shoulder height. Power is gotten from the snap of the wrist and the explosive straightening of the arm.

Follow through by shifting the weight to the left (front) leg and carrying the arm down and across the front of the body.

LEADUP OR MODIFIED GAMES

Put Out

Squad lines up behind the end line. Number 1 puts the ball in play with a serve. Number 2 returns the ball on the first bounce, Number 3 follows. Play continues until someone fails to return the ball. He is out of the game. The play continues until all are eliminated and only one boy is left.

Time Volley

(See achievement tests.)

Accuracy Serving Drill

(See achievement tests.)

Keep It Up.

(See achievement tests.)

Left handed Handball.

Pupil plays the game using only the left hand (if he is right handed).

Chinese Handball

Volley Drill

EVALUATION

GRADE ACHIEVEMENT STANDARDS

Grade 8

Knowledge of history, rules, safety and etiquette involved in playing the game.

Basic skills in hitting the ball with flat hand, or semi-cupped hand.

Basic skills in good stance and footwork.

Good use of basic strokes in hitting the ball.

Techniques of the serve.

Grade 10

Previous knowledge and skills learned in Grade 8.

Advanced skills in hitting punch ball, full and straight arm underhand swing, and the use of volley shots.

Advanced skills in serving the ball with a "hop".

Singles and doubles game strategy.

SUGGESTED SKILL TESTS

Knowledge and Rules Tests.

Accuracy Service

Divide the area behind the short line into six equal sections. Have player serve in turn to each section on the direction of the teacher. Score one point for each successful serve to a specified section.

Each pupil gets ten tries at serve.

Score one point for each successful accuracy serve.

Speed Volley Test

The player stands behind the short line, throws the ball to the wall and then hits the ball with either hand continuously for thirty seconds. The score consists of the number of times that the ball hits the wall. Score two points for each shot hit behind the short line, and one point for each hit in front of the short line.

Keep It Up (Ball Control)

The player stands behind the short line, throws the ball to the wall and then hits the ball back against the wall. (He may volley the ball). The score consists of the number of times he can hit the ball consecutively within the court.

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AUDIO-VISUAL AIDS

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OTHER INDIVIDUAL AND DUAL SPORTS

Part I. of this course of study has listed a complete schedule of individual and dual sports. The playing and practice of these sports should be encouraged by the school as fulfilling the objective of the worthy use of leisure time. Basic attitudes can be developed by the school. Because of the limitations of time, space, facilities, and equipment in urban surroundings certain activities can best be practiced after school, but under school sponsorship. Recreation clubs with special interests can be fostered by the school, to meet the needs of its pupils. Higher horizons of leisure time and cultural activity can be fostered through a broad after-school recreative program. Such activities include:

Archery
Bicycling
Bocce

Fishing
Hiking and Camping (Outdoor Education)
Horseback riding
Horseshoe pitching
Ice skating
Rifle
Roller skating and roller hockey
Winter sports

There are other sports of an individual and dual nature which have been successfully taught in the school program. These do not need the space and facility requirements of the sports listed above. It is impossible in this guide to give a comprehensive and detailed treatment of each of these sports. For the sake of brevity the sports listed below will be treated by merely listing basic skills which should be taught. These sports include:

Badminton
Deck and Ring Tennis
Fencing
Paddle Tennis
Shuffleboard
Table Tennis
Tetherball

It is expected that swimming and aquatics will be treated in detail in a separate curriculum bulletin.

FENCING

The first record of the use of light dueling weapons as noted by historians was in the Fifteenth Century. It appears that three nations began using these weapons at the same time. These countries were Italy, Germany and Spain. The practice of duels did much to further the popularity of fencing schools. The growth of schools in different countries brought with it a development of different types of weapons. As a result, certain handles can be identified with specific countries (i.e. Belgian, Italian, French). In the Seventeenth Century, masks made of wire were introduced. This development gave great impetus to fencing as a sport.

Intercollegiate, Amateur, and Olympic fencing utilizes three weapons; the foil, the epee, and the saber. The New York City High School program is limited to the use of the foil. It is expected that regular instruction in this sport will enable our high school students to develop an interest in this activity and thereby be provided with an additional leisure-time activity for later life.

OBJECTIVES

To develop an understanding and appreciation of fencing as a sport
To stimulate an interest in the value of fencing as a sport and activity for adolescent and adult life
To develop strength, agility and coordination through participation in fencing
To understand the skills and rules of the game

APPROACH AND MOTIVATION

Suggested Approach

Fencing is one of the oldest sports.

Fencing has an appeal to pupils because of the swashbuckling acting from Hollywood.

Fencing has value as a method of achieving physical fitness.

Fencing is an activity that may be continued as an adult.

Suggested Procedures for motivating and introducing the Unit.

Invite members of the varsity fencing team to demonstrate the skills.

Have a school-wide fencing clinic conducted by members of the school varsity, the coach and members of college teams.

Show illustrations of proper form and uniforms.

Show films describing and illustrating the material to be taught.

Provide a bulletin board for the posting of skill-achievement charts, current literature and periodicals, as well as materials from the Olympic Committee.

INSTRUCTIONAL MATERIALS

An adequate supply of foils, masks, gloves and jackets

Pressure sensitive tape for floor markings

Adhesive tape for tips

Pastel chalk for marking tips

Official rule books and reference material

TEACHING SUGGESTIONS

Class Organization and Management

Mass teaching may be used for demonstrating basic skills.

Double line formation teaching is good because it provides opportunities for pupil criticism. Pupils work in a "Buddy" system.

Circle formation is useful at start of unit because it gives teacher an opportunity to make individual corrections more easily.

Assign students in working teams with number designations, e.g.

"All *ones* use foils, *twos* act as judges and *threes* are to be coaches."

Provide a conditioning period to prevent injuries to thigh and groin area.

Reduce the skill to its simplest fundamentals.

Conclude the unit with a tournament conducted under the Rules of the Amateur Fencers League of America.

SAFETY PRECAUTIONS

Never issue foils until masks have been donned.

Permit foils to be used only under direct supervision of the teacher.

Check tips each period.

Remove broken foils from use immediately.

Use loosely fitted martingales when matches are conducted.

Students must wear jackets. Jackets must be checked regularly for wear and tear.

Train student leaders to be alert to proper safety conditions.

The class should be thoroughly warmed up before engaging in practice.

Particular emphasis should be given to bending, stretching and jumping.

All equipment should be removed from the floor.

Carefully plan the placement of fencers for practice, to avoid the hazard of pupils colliding with each other during practice sessions.

Officials must be instructed to station themselves in a position far enough from the participants to prevent being struck by foil blades.

BASIC SKILLS TO BE TAUGHT

History of Fencing
Types of equipment and safety procedures used in the sport.
Care of equipment
En garde position
Advance and retreat
Extension
Lunge and recovery
Disengage of foil
Disengage and lunge
Feints
Parries 4 and 6
Riposte

EVALUATION

A skill testing program for form. Specific tests for en garde, advance, retreat, parries and lunge.

Participation in competitive matches

Written tests

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BADMINTON

The game originated in India. It was brought back to England and derived its name from the country estate, Badminton House, where it was played extensively. The game spread to Canada and then to the United States. In the late twenties a new wave of interest started so that it has become a popular indoor as well as outdoor sport.

SUGGESTED SKILLS TO BE TAUGHT

History, rules, equipment, court layout, and court etiquette.
Grip, stance, and footwork.
Forehand and backhand strokes.
Wrist and forearm action.
Underhand serve.
Overhead smash.
Stroke variations such as drop shot, clear and drive strokes.
Strategy of singles and doubles game.

DECK AND RING TENNIS

The game became popular on passenger ships going to and from Europe. It proved to be ideal for small areas, and limited space. For gymnasium use it has been called Ring Tennis.

RULES, DIMENSIONS, PLAYING GUIDE

Singles court is 40 feet by 15 feet; doubles court is 40 by 20 feet.
The net is five feet eight inches high at the posts.
The ring has an inside diameter of 4½ inches and an outside diameter of 7 inches.
It is usually made of soft, molded rubber.

Rules

In the throw, the ring must leave the hand below, or not higher than the shoulder. The ring must be thrown with the same hand that makes the catch.
The order of serves is as in handball.
The server stands behind his base line.
The serve is delivered from right and left courts alternately.
The serving side scores only, and either fifteen or twenty-one points constitutes a game.
In a net ball the server throws the ring again. The ring may not wabble in being thrown. A ring touching the net in play is playable.

SUGGESTED SKILLS TO BE TAUGHT

History, rules, and game etiquette.
Catch the ring.
Catch and toss with one smooth motion.
Serve techniques including high arched serve, low short serve, and flat serve.
Placement of throws and game strategy.

PADDLE TENNIS

Paddle tennis has been adapted for small areas from tennis, and is ideally suited either as a recreative or leadup game to tennis. The playing rules are the same as in tennis except that only one serve is allowed. Equipment is less elaborate and expensive.

RULES, DIMENSIONS, PLAYING GUIDE

The court measures 20 by 44 feet. The net is 28-30 inches high.
A sponge rubber ball, the same size as a tennis ball, is used.

Wooden or aluminum paddles measure 15-17 inches long, with a solid wood face, about 7½ by 10 inches with rounded corners. The handle is 5-6 inches long.

Only one serve is allowed. The scoring may either be the same as in tennis or as in handball.

SUGGESTED SKILLS TO BE TAUGHT

Stance, body position, and grip.
Forehand and backhand strokes.
Serve
Volley
Chop strokes and half volleys.
Game strategy.

SHUFFLEBOARD

The game may be played either with two or four students. It can be adapted to a long narrow space, and fitted along the walls of a gymnasium. Shuffleboard has become increasingly popular as a leisure time activity, and is now universally played throughout the country. The main emphasis has been in the area along the Florida coast where it is being played by increasing numbers of senior citizens.

RULES, DIMENSIONS, PLAYING GUIDE

Discs are wooden, or metal six inches in diameter, not more than one inch thick.

The cues or pushers may not be more than six feet in length.

Red and black discs are pushed alternately by opponents to the opposite side of the court. When all discs have been played from both sides of the court, this constitutes a full round.

The pusher must be in contact with the disc and court throughout the pushing stroke.

In order for the score to count, the disc may not touch any part of the line.

Discs which fail to cross the farthest line are declared dead and removed from play.

Game is either 50, 75 or 100 points.

SUGGESTED SKILLS TO BE TAUGHT

Stance and position of the cue.
Footwork involved in pushing the cue.
Game strategy.

TABLE TENNIS

Table tennis or the popular trade name, ping-pong, requires considerable skill and coordination. The game has achieved world-wide popularity especially in central Europe and in the Far East. Because of the limited space and equipment needed this is an ideal indoor game which can also be played in the home.

RULES DIMENSIONS, PLAYING GUIDE

The game is played on a wooden table surface, nine by five feet. A six inch net is stretched across the middle of the table.

Racquets are about six inches long, and faced with either a sanded or a rubber surface. The ball is usually made of celluloid.

Playing Rules

The server stands behind the end of the table and strikes the ball which is tossed into the air from behind the table. After being struck, the ball must hit the server's side of the table and strikes the receiver's side of the table. Net balls are played over on the serve.

A point is scored either in illegal serve, failure to return the ball legally or touching the table with the body.

Twenty-one points constitutes a game. The winner must win by at least two or more points.

Each server must serve five times consecutively before change of service.

SUGGESTED SKILLS TO BE TAUGHT

Playing rules, and etiquette of the game.

Stance, and grip of the racquet.

Push stroke or half-volley.

The forehand drive and the backhand drive.

Different types of spins and their use.

The serve.

TETHERBALL

This is the oldest game in North America. It was played by the Indians using a leather ball attached to a thong, and tied to a bare sapling. The game has become increasingly popular and involves many of the skills and coordinations of other ball games.

RULES, DIMENSIONS, PLAYING GUIDE

Thirteen foot pole, standing ten feet above the ground. The bottom part of a basketball or volleyball pole may be used.

A circle with a six foot radius is painted around the pole, with the pole as the center. A line on the pole is painted five feet above the ground. A line is drawn through the center of the circle dividing the circle in half.

The tether ball may either be a tennis ball surrounded by a linen mesh net attached to a string. The string is attached to the top of the pole.

An alternate is a modified volleyball which is attached by heavy rope.

The small ball is played with wooden paddle tennis racquets. The large ball is struck with the hand.

Two players oppose each other. The object of the game is to wind the cord and ball around the pole above the five foot line.

The opposing players hit in opposite directions.

SUGGESTED SKILLS TO BE TAUGHT

When using paddle tennis racquets, this can be a good leadup in teaching forehand and backhand strokes.

Game strategy.

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CHAPTER XI

DANCE AND RHYTHMICS

A. SOCIAL DANCE

Most young people of average social adjustment will dance or will be put in situations where they will wish they could dance. Preference polls of boys show that they desire to learn to dance. It is part of our social heritage. The impulse to move in time to a rhythmic pattern or beat is the essence of social dancing. Many after school opportunities are afforded high school youth to enjoy social dancing. The good dancer performs the movements of the dance in a graceful manner, has confidence in his ability to mingle with girls in a normal social situation, has good carriage, and derives fun from performance in the activity. In accord with modern thinking, social dancing achieves desirable educational objectives and should be an integral part of the physical education program.

OBJECTIVES

To develop poise, grace, balance, rhythm and coordination.

To teach fundamental social dance steps.

To create an interest in the dance as a recreational and social activity, with carryover values.

To offer an opportunity for self-expression through rhythmic activity.

To encourage ease in normal social relationships, and good attitudes towards the social amenities.

APPROACH AND MOTIVATION

Since the unit is placed in the ninth and twelfth years, the instruction can be motivated through the desire of the students to dance at their "senior prom".

The class should be prepared for coeducational phase of the dance project by a discussion of the social amenities.

The approach should be through the desire of young people for social activities. Tie up this approach with school, and outside dance activities.

Use social mixers to change partners frequently. This device will tend to break down inhibitions and increase participation.

Rhythmic activities should be done with spontaneity and enthusiasm by both class and teacher.

Teaching of basic skills should not be sacrificed for the enjoyment and happiness that pupils derive from participation.

Indicate the importance of good body balance, coordination, and posture in the dance.

After the preliminary lessons which can be given to boys alone, prepare the class for the co-educational part of the program, by stressing decorum, dress, organization of the class.

INSTRUCTIONAL MATERIALS

Gymnasium floor, clean and free from obstructions.

Records, record player, and record carrying case.

Hand microphone and loud speaker system.

Extension cord.

Large charts containing basic foot and body positions.

1. SCOPE AND SEQUENCE OF SUBJECT MATTER IN: – SOCIAL DANCE

(Grade Placement of Skills)

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
KNOWLEDGE						
Motivation for learning social dance			B			R
Male amenities			B			R
Line of direction of movement			B			R
Variations of musical rhythms			B			R
SKILLS (Without Partners)						
Dancing posture			B			R
Start with left foot on right			B			R
Walking steps (glides with two beats)			B			R
Sidesteps (chasses); single beat in pairs			B			R
Even unit rhythm patterns (Slow-Slow-quick-quick)			B			R
SKILLS (With Partners)						
Walking progression (In time to march music)			B			R
Convert normal walk step to dance glide			B			R
Sidesteps			B			R
Dance positions						
Open position			B			R
Closed position			B			R
Even unit rhythm			B			R
Even unit rhythm-open position			B			R
Swing step-even unit rhythm-closed position			B			R
Even unit rhythm through arcs			B			R
One-quarter swing turns			B			R
Half open position			B			R
Half open position-forward progressions			B			R
Combinations of learned patterns			B			R
SKILLS (Jitterbug)						
Review even unit rhythms and patterns, single time (S-S-q-q-)			B			R
Review swing step			B			R
Convert swing step into basic Jitterbug step			B			R
Single, Double (tap-step); Triple (step-change-step)			B			R
Throwaway Breaks						
Freshman Break (Throwaway, no turn)			B			R
Freshman Double Break (Throwaway with turn under)			B			R
Separated Rock Break			B			R
Senior Break (Throwaway break with clockwise turn under, and counter clockwise turning return)			B			R

1. SCOPE AND SEQUENCE OF SUBJECT MATTER IN: – SOCIAL DANCE
(Grade Placement of Skills)
Continued

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	**7**	**8**	**9**	**10**	**11**	**12**
SKILLS (Cha-Cha-Cha)						
Fundamental pattern and rhythm (1-2-Cha-Cha-Cha) (S-S-q-q-S-) (4-5-Cha-Cha-Cha) (S-S-q-q-S-)				B		R
Basic Step				B		R
Separated Break				B		R
Whip-around				B		R
SKILLS (Fox Trot)						
One-half open, even unit progression forward and back						B
Magic rhythm, left and right turn						B
Box step						B
Box turns						B
Separated boxes						B
SKILLS (Advanced Cha Cha Cha)						
Double forward break						B
Double forward open, and revolve open with whip around						B
Cha Cha chase						B
Puente turns (¼ turn right on step 5)						B
Advanced Puente turns						O
SKILLS (Waltz)						
Significance of 3/4 time						B
Application of odd unit rhythm						B
American Waltz; Box patterns with an arc follow through						B
Balance Waltz; Utilization of even unit combination						B
Viennese Waltz						O
SKILLS (Twist)						
Basic pattern			O			O
Basic foot and body movement			O			O
Rhythm			O			O
SKILLS (Tango)						
Basic rhythm (S-S-q-q-S)			O			O
Basic steps			O			O
Variations			O			O
SKILLS (Rhumba)						
Basic rhythm (q-q-S)			O			O
Basic step			O			O
Simple rhumba breaks			O			O
KNOWLEDGE AND SKILL TEST (Observation of learned skills)			B			B
CO-EDUCATIONAL SOCIAL DANCE SESSIONS			B			B

CLASS ORGANIZATION AND MANAGEMENT

All lessons except the preliminary ones should be conducted on a co-educational basis.

Adapt special situation such as before a school holiday, rainy day activity, etc. to suggested scope and sequence of subject matter.

Both male and female teachers should teach the class.

Half of the class should be sent to the girls' gymnasium, while half of the girls' class is sent to the boys' gymnasium. Classes should be matched by grades.

Pupils be excused from wearing gymnasium costume, except for sneakers, to prevent scratching the gym floor.

GENERAL TEACHING SUGGESTIONS

Begin with the walking step forward as basic to more advanced steps.

The boy begins with a step forward, and always starts on the left foot.

Movements are usually counter-clockwise.

Use oral explanations with diagrams on the blackboard, and prepared charts.

Demonstration, explanation, and analysis by the teacher should be teaching procedure, followed by pupil participation.

Teach the step without the music and then add the music.

Where possible the teacher should move in the same line of direction as the class.

ANALYSIS OF BASIC DANCE STEPS

1. **The Dance Walk**

   This precedes the fox trot in instruction.

   It is a natural walk except that the walk is converted to a glide.

   Prepare for walk by "breaking" at the knees.

   Swing left foot forward from the hip, maintaining contact with the floor by the foot.

   The weight is received first on the heel, and then allowed to roll easily onto the ball of the foot.

   As the weight is transferred to the forward foot, allow the knee to bend slightly as in walking.

   The rear leg straightens, toe is left in place until the weight is felt over the ball of the left foot.

   Keep the toes close to a single line by stepping with the knees almost brushing.

2. **The Closed Position**

   Partners face each other.

   The boy places his right arm with his hand held in the small of the back.

   The girl lightly places her left arm on the boy's right shoulder.

   The boy leads with his left foot, and his partner follows by moving on her right foot.

3. **The Open Position**

   The boy turns the girl until they are facing in the same direction.

   They remain shoulder to shoulder with the arm positions remaining the same as in the closed position.

4. **Fox Trot** (Basic Box Step or Westchester Series)

   The rhythm is 4/4 time. The quick steps may be taken on the first or alternate accented beats.

Step forward on left foot.	slow
Step diagonally forward on right foot.	quick
Close left foot to right foot.	quick
Step backward on the right foot.	slow
Step diagonally backward on left foot.	quick
Close right foot to the left foot.	quick

5. **Fox Trot** (Magic Step Series)

Fox trot rhythm, closed Ballroom position

Step left forward.	slow
Step right forward.	slow
Step left side.	quick
Close right to left, take weight on right.	quick

6. **Fox Trot** (Chase)

Step to the left with left foot.
Draw right foot up to the left.
Continue taking side steps.
Take one step to each two beats of the music.

7. **Jitterbug** (Basic)

Rhythm is slow-slow-quick-quick. in 4/4 time.

Step on the right foot.	slow
Step on the left foot.	slow
Step back on the right foot.	quick
Step back on the left foot.	quick

8. **Jitterbug** (Basic Half Turn)

Rhythm is same as above

Step on the left foot	slow
Step on the right foot	slow
Step back on the left foot, at the same time do a quarter turn clockwise	quick

9. **Cha-Cha-Cha** (Basic)

The rhythm consists of a triple and two singles to slow-slow-quick-quick-slow

A complete basic step consists of two measures of music, involving ten changes of weight to eight beats of music.

Forward step, left foot	slow
Step in place, right foot	slow
Left back to basic position	quick
Step in place right	quick
Step in place left	slow
Right back	slow
Left, step in place	slow
Right step in place	quick

Left step in place	quick
Right step in place	slow

10. **Waltz** (Basic Forward Step)

Rhythm is 3/4 time which is slow-slow-slow.

Long step forward on left foot.	slow
Step diagonally forward with right foot about 12 inches.	slow
Close left foot up to the right foot.	slow
Step forward with gliding step on right foot.	slow
Step diagonally forward with the left foot.	slow
Close right foot up to the left foot.	slow

Advanced forms of the dance, breaks, and variations of basic dances may be included in daily lesson plans.

EVALUATION

The evaluation of the unit should be based upon teacher observation in the social dance situation. The teacher can observe the reaction of the class, the social amenities, the basic skills put into actual practice.

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AUDIO-VISUAL AIDS

1. See record listing of approved records for use.
2. See appended list of approved aids which are available on the New York City Board of Education list.

B. FOLK DANCING

Folk Dancing provides a medium for satisfying the natural urge of young people for rhythmic activity. It furnishes social and recreative skills which pupils will use and enjoy in their leisure time activities. It helps to develop poise, grace and good manners. It breaks down formal reserve of adolescents, and creates a friendlier group spirit. Skills in folk dancing serve as an excellent introduction to social dancing since there is an integrating factor in the skills taught in both forms of dance.

Participation in folk dancing is a means of social integration. Folk dance gives an insight, an understanding, and an appreciation of the cultures of many lands. Since American culture encompasses the heritage of many lands, this form of rhythmic expression gives students an appreciation and understanding of the contributions of many people to the American way of life.

Scope and sequence are given in the charts on pages 306, 307, 308.

OBJECTIVES

To learn basic skills in representative folk dances
To provide opportunity for the practice of folk dancing in a co-educational situation
To provide opportunities for participation in vigorous activity with joyful response
To provide an understanding and appreciation of the customs and cultures of other peoples and lands
To develop rhythmic response, poise, coordination, and grace

APPROACH AND MOTIVATION

Rhythm classes at the junior and senior high school level should be co-educational with an effort made to aid in the social development of the individual.

Basic beginning steps can be taught in all-boys classes.

Since enjoyment of the activity is an important criterion of success, these activities should be performed with spontaneity and enthusiasm.

Have pupils who have recently come to the United States demonstrate native dances, dress, and explain native customs.

The class may benefit by watching expert performers give a dance in its entirety. Girls' advanced dance groups can assist in such demonstrations.

Plan an assembly program devoted to the folk dance in cooperation with the social studies department.

Show the relation of folk dance forms to popular current social dance forms.

INSTRUCTIONAL MATERIALS

Gymnasium or other rooms with clean floor, unwaxed (or non-slip wax) free from apparatus, posts or other obstructions.

Records, record file, and carrying case.

Hand microphone and public address system, with extension cord.

Record player.

Charts of basic steps, and figures.

CLASS ORGANIZATION AND MANAGEMENT

Age, interest and skills learned will determine the selection of the dances.

Selection of beginners' dances should include the basic steps in folk dances such as schottische, and polka.

All lessons except the preliminary ones should be conducted on a co-educational basis. Half of the girls should be sent to the boys' gymnasium, while half of the boys go to the girls' gymnasium (if two facilities are available).

Pupils should wear street clothing with gymnasium shoes.

Classes should, where possible, be matched by age and grades.

Both male and female teachers should teach the classes.

Instructional materials should be ready for immediate use, with leaders assisting in the functioning and care of equipment.

Have folders of dance descriptions along with the records on file.

SCOPE AND SEQUENCE OF SUBJECT MATTER IN: – FOLK AND SQUARE DANCING
(Grade Placement of Skills)

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	**7**	**8**	**9**	**10**	**11**	**12**
KNOWLEDGE						
Motivation for learning folk and square dances	B			B		
Male amenities	B			B		
Formation for dances	B			B		
Variations of musical rhythms	B			B		
Historical backgrounds of dance	B			B		
Understanding of customs and culture	B			B		
Glossary of terms used	B			B		
SKILLS (Fundamentals of steps used in Folk Dancing)						
Two step	B			R		
Step-hop	B			R		
Polka	B			R		
Schottische	B			R		
Schottische and step-hop	B			R		
SKILLS (Suggested Folk Dances)						
British Isles						
Green Sleeves	B			O		
The Roberts				B		
Gae Gordons				B		
Lilt	B			R		
Samsa Beirte	O					
Dashing White Sergeant				O		
Highland Schattusche	O					
Waves of Tory				O		
France						
La Soyette				O		
Greece						
Miserlou				B		
Scandinavian						
The Hatter				O		
Masquerade	B			R		
Polka Sextur	O					
Swedish Schottische				B		

SCOPE AND SEQUENCE OF SUBJECT MATTER IN: – FOLK AND SQUARE DANCING
(Grade Placement of Skills)
Continued

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
German						
Black Forest Mazurka				O		
Marklander	O					
Rhinelander for three				O		
Italy						
Tarantella Mixer	B					
Neapolitan Tarantella				O		
Spain						
Fandango	O					
Slavic Countries						
Nebesco Kolo				O		
Polka Koketka	O					
Oige Ja Vasemba	O					
Swiss						
Zegeiner (Gypsy Polka)	B					
Israel						
Harmonica	O					
Lech Lech Lamidbar				B		
Mayim				O		
Patch Tanz	B					
Ve David				O		
U.S.S.R.						
Kohanochka				O		
Korobushka	O					
Lezginka	O					
Latin America						
La Jesuita	O					
La Bamba	O					
Mosaica Mexicano				O		
Phillipines						
Baruray	O					
Bao	O					
Poland						
Krakowiak				O		
South African						
Jastrap				O		

SCOPE AND SEQUENCE OF SUBJECT MATTER IN: – FOLK AND SQUARE DANCING
(Grade Placement of Skills)
Continued

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	**7**	**8**	**9**	**10**	**11**	**12**
Star	B			R		
Step-hop	B			R		
Step-swing	B			R		
Swing your partner	B			R		
Two-step	B			R		
Varsovienne position	B			R		
Wheel	B			R		
SKILLS (Suggested American Country Dances)						
Texas Star	O					
Butterfly Whirl	O					
Hot Time In The Old Town Tonight	B					
Grapevine Twist	O					
Steamboat	O					
Isle of Capri	B					
Yes Sir, She's My Baby	B					
Red Caboose	O					
Wearing of the Green				O		
Birdie In The Cage				O		
Down Yonder				O		
Climbing The Golden Stairs				B		
Jessie Polka Square				B		
Mr. Gallagher and Mr. Shean				B		
Back to Donegal				O		
Grand Square				O		
SKILLS (Rounds and Mixers)						
Allemande left, (To Cotton Eye Joe)	B					
Sentimental Journey	B					
Baboon Strut	O					
Calico Mixer	O					
Down South	O					
Humoresque	O					
Teddy Bear's Picnic	O					
Teton Mountain Stomp	O					
Buzz Mixer	O					
Busy Body	O					
Country Two Step	O					
Carolina Capers	O					
1898	O					
Five Foot Two	O					
Lazy Two Step	O					
Meet Mr. Callahan	O					

SCOPE AND SEQUENCE OF SUBJECT MATTER IN: – FOLK AND SQUARE DANCING
(Grade Placement of Skills)
Continued

	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
GRADE:	7	8	9	10	11	12
Oh Johnny				B		
Put Your Little Foot				B		
Stephanie Stomp				O		
The Tennessee Wig Walk				O		
Third Man Theme				O		
Double Eagle Rag				O		
The Strut-away				O		
Wabash Rambler				O		
Sunrise Capers				O		
Polly Wolly Wiggler				O		
Show Off Your Lady				O		
Twelfth Street Rag				O		
Boston Two Step				O		
KNOWLEDGE AND SKILL TEST (Observation of Dance Skills in Dance Situation)	B			B		
CULMINATING ACTIVITY (Co-educational folk and square dance sessions)	B			B		

Have large posters describing and illustrating the dance.
Have a bulletin board illustrating the dance in its native country, native dress, etc.
Have dances classified according to basic steps involved.
For demonstrations the circle formation is of greatest use.

GENERAL TEACHING SUGGESTIONS

Start with simple, easily learned group dances.
Provide for a variety of dances during the period.
The music should first be played, and then the dance demonstrated.
In demonstrating, the teacher should move in the same direction that the students will be moving.
Analyze the steps of the dance while demonstrating a second time.
Go over each step slowly, and provide opportunity for practice.
Allow sufficient repetition for students to establish some skill and ability in the activity.
In more difficult steps, have the class walk through the practice.
Apply the basic step in a simple sequence.
Teach the development of the dance, first without the music, then after practice, add the music.
Practice the dance as a whole.

Provide opportunity for dancing and review of previously learned dances.

Know the dance thoroughly with basic skills, and good form as a model of imitation.

Dance with students as you teach, the poor ones as well as the skillful performers.

Do not look for perfection at the first presentation. Skill should not be sacrificed for fun and enjoyment derived from the activity.

Demonstrations by selected skillful performers can help the class learn the steps and serve as a stimulating force for improved performance.

New learnings can be interspersed with familiar favorites.

Teach the rhythmic walk or shuffle step rather than bouncing, skipping or running, to exert added control of the class.

Have a definite signal or cue words for starting the class with the music at the proper time.

ANALYSIS OF FUNDAMENTAL STEPS IN FOLK DANCING

Two-Step: 2/4 or 4/4 – A two-step takes one measure of 2/4 or 4/4 meter.

Cue: Step, Close, Step – or
Step sideward with left foot (taking weight on left)
Bring sideward with left foot (take weight on right)
Step sideward with left foot (take weight on left)
Hold (right foot is free)
Repeat above, starting with right foot.
The two-step may be done from side to side, forward, backward or turning.

To develop two-step:

Listen to music.
Clap to music – Clap, Clap, Clap, hold.
Step to music – Accenting first step – Step, Step, Step, hold.
Moving sideward – Step, Step, Step, hold:

moving to L – Step side L – Close right foot to L.
Step side L – hold.
moving to R – Step side R – Close left foot to R.
Step side R – hold.

Step-hop: 2/4

An accented step forward on left foot, hop on left foot lifting right foot under body.
Step forward on right foot, hop on right, lifting left foot under body.
Step-hop may be done in place, forward, backward, sideward and turning.

To develop step-hop:

Clap to music – Clap, hold.
Hop to music – Hop, Hop, Hop, Hop with right foot.
Hop, Hop, Hop, Hop with left foot.
Step, hop, hop, hop.
Step, hop, hop, hop.
Step, kick – step, kick.
Step, hop – Step, hop

Practice in place, moving forward, turning around.
Continue practice with partner.

Polka: 2/4

Cue: Hop, step, step, step – or Hop, step, close, step.

Hop on right foot, step sideward on left foot, step on right foot, beside left, step sideward with left foot. Hop on left foot, step sideward with right foot, step on left foot beside right, step sideward with right foot.

The polka may be done from side to side, forward, backward and turning.

Schottische: 4/4

Cue: Step, step, step, hop

Step forward with left foot (taking weight).

Close right foot to the left, and step left (taking weight) and hop on left foot, lifting right foot under the body. Now step forward on the right foot, close the left foot to the right, step forward on the right foot, and hop on the right foot, lifting the left foot under the body. This same step may be done backward and turning. The Schottische may be done from side to side as: Step sideward left, close right to left, step sideward left, hop left and lift right foot under body, or swing right foot across left. Repeat, moving to right side.

To develop Schottische:

Listen to music.
Clap to music – clap, clap, clap, hold.
Step to music – step, step, step, hold.
Walk to music – walk, walk, walk, hold.
Walk to music – walk, walk, walk, hold and lift free foot.
Increase walks to a springy step and then to running steps and hop.
Practice moving forward, backward, sideward, and turning – then practice with a partner.

In most folk dances, the Schottische step is combined with step-hops, as:

2 Schottische steps – 4 step-hops.
1 Schottische step – 2 step-hops.

GRADE PLACEMENT OF SUGGESTED FOLK DANCES

See suggested grade placement of basic dances.
See bibliography and references for detailed analysis and treatment of these dances.

EVALUATION

The evaluation of the unit on folk dancing will be based upon the teacher's observation of the performance of the pupils in the actual dance situation.

As an integrating factor with social studies curriculum, a knowledge test of the history and background of the folk dance may be devised.

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SUGGESTED FOLK RECORDS

BERLINER MUSIC SHOP. 154 Fourth Avenue, New York, N.Y.

EDUCATIONAL SERVICES DIVISION, Radio Corporation of America. Camden, New Jersey.

FOLKCRAFT RECORDS, 1159 Broad Street, Newark, New Jersey.

FOLK DANCE HOUSE, 108 West 16th Street, New York 11, N.Y.

IMPERIAL RECORD COMPANY, Inc., 6425 Hollywood Blvd. Hollywood 28, Calif.

C. AMERICAN COUNTRY DANCES (SQUARE DANCE)

This type of dancing is based upon fundamental figures. Once they are mastered, they enable the dancer to enjoy all forms of country dancing, commonly referred to as "square dancing". These dances include circle, running steps, and quadrilles or squares.

This form of dance is a popular recreational activity. It requires no routine of steps. A simple shuffling step or rhythmic walk is used throughout. The coordinations are relatively simple and can be learned in a short period of time. Dancers execute a series of figures, so that pupils need know only the selection of figures which they will perform in sequence.

OBJECTIVES

To enable pupils to participate in square dancing through a knowledge of the more common figures.

To develop an appreciation for a style of dancing which is basically American in development and heritage.

To learn something of the history of the American folk dance and its place in the social life of our people.

To learn calls, patterns and terminology of square figures.

To give boys and girls an opportunity to dance together in a joyful social situation.

APPROACH AND MOTIVATION

See approach and motivation under "Folk Dancing".

Use a variety of dances at each session to develop spontaneity and to have the class enjoy the session.

Reference to television or radio shows involving square dance forms can be used.

Show the relation of folk dance forms to folk custom in various sections of the country.

INSTRUCTIONAL MATERIALS

See instructional materials of the folk dance section.

CLASS ORGANIZATION AND MANAGEMENT

See class organization and management under folk dance.

Allow pupils to select partners in groups of eight for the formation of squares, or do a grand march and select groups of 8.

In the early part of the session keep the same squares as a time saving device. In later sessions rotate partners and couples.

Take advantage of maximum space to give each square freedom of movement.

Use one square in the center of the floor as a demonstration square, with other members of the class grouped in a large semi-circle.

In teaching basic steps, figures, shuffle or walk glide use the circle formation.

GENERAL TEACHING SUGGESTIONS

See teaching suggestions under folk dancing.

Start with simple basic square dance fundamentals.

Use the shuffle or rhythmic walk as the basic step.

Use an expert square to demonstrate the figures.

Have charts and diagrams for pupils to follow so that they may learn the figures.

Demonstrate steps and progression without music, then follow with the music.

ANALYSIS AND GLOSSARY OF FUNDAMENTAL FIGURES USED IN SQUARE DANCING

Allemande left –

Face your corner – boy takes left forearm of girl at his left with his left forearm; turn once around in place with 8 steps.

Allemande right –

Face your partner – join right forearms and turn around in place with 8 steps.

All join hands and Circle 8 –

All couples in the square join hands and circle to the left.

Balance –

Step forward on right, close left to right and rise on toes – step backward on left, close right to left and rise on toes.

Circle left –

All couples join hands, move clockwise.

Circle right –

All join hands and move counter-clockwise.

Corner –

Girl taking her place next to boy who is not her partner.

Do-si-do –

Boy facing the girl advances and passes right shoulder, continuing around each other, back to back and returning backward to place (8 steps).

Eight hands round –

Four dancers join their eight hands in a circle and in the direction called.

Grand right and left –

Partners face, join hands; boys move counter-clockwise and girls move clockwise.

Partners pass right shoulder, join left hand with next person around the circle and pass this person on the left side, weaving in and out, right and left, as they move around the circle.

Honor your partner –

Boy bows to girl, girl curtsies to boy.

Honor your corner –

Boy bows to his corner, and girl curtsies to him.

Ladies' chain –

Girls advance toward each other, touch right hands and pass right shoulders (4 steps); join left hands with opposite boys and place right hands on own waists; boys place right arms around girls' waists and turn girls once around to the left (4 steps); couples finish facing. The turn is called a "courtesy turn".

Promenade –

Partners join hands in a skating position with boy on left, girl on right as they move about in a circle.

Promenade eight –

All four couples of a square promenade counter-clockwise back to original positions.

Sashay –

To dance completely around another person without touching. The dancers take sideways steps so that neither changes the direction he is facing.

Slide step –

Step on foot to the side, close with the other foot and continue at fast tempo; feet are separated very slightly.

Star –

Dancers designated join right or left hands in center of the set, and move clockwise or counter-clockwise as in a wheel.

Step-hop –

Step on designated foot and hop on it.

Step-swing –

Step sideward right and swing left across in front – repeat to left.

Swing your partner –

Holding partner in dance position, turn clockwise in place with a buzz step.

Two-step –

Step with left foot; close right foot to left; step with left foot.

Varsovienne position –

Boy with partner on his right, clasp left hands in front; boy extends right arm across in back reaching over girl's right shoulder and clasps her right hand.

Wheel –

Persons designated join right or (left) hands in center of set and move clockwise (counter-clockwise); same as a star.

GRADE PLACEMENT OF SUGGESTED SQUARE DANCES

See chart for suggested grade placement.

See bibliography and references for detailed analysis and treatment of these dances.

EVALUATION

The evaluation of the unit on square dancing will be based upon the teacher's observation of the performance of the pupils in the dance situation.

A knowledge test can also be devised to determine extent of learnings.

BIBLIOGRAPHY AND REFERENCES

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KIRKELL, MIRIAM H. and SCHAFFNIT, K. *Partners All-Places All!* New York: E.P. Dutton, 1949.

KRAUS, RICHARD. *Square Dances of Today.* New York: Ronald Press, 1950.

Physical Education for High School Students. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1960.

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AUDIO-VISUAL AIDS

See approved record listing of the New York City Board of Education.
See appended list of approved aids which are available on the New York City Board of Education list.

CHAPTER XII

GAMES

Games of low organization have been played since time immemorial. They cannot be traced to any specific period or inventor. They have also originated on the city streets and in country lanes. They have been popular with youth of all ages. Since these games require little or no equipment, they are universally played.

Games of low organization contribute to and develop such natural skills as running, jumping, hurdling, dodging, pulling and tugging. They add fun, spice, and variety to the physical education program and afford an enjoyable way of building physical fitness. Many of the games are useful as rainy day activities (when an outdoor program has been planned) and as leadup games in athletic sports and skills.

The planned program indicates that these games may be played when time permits, but that no special time has been allotted in the program. It is suggested that these games be used in the program when the opportunity presents itself, such as before an extended school holiday, during a shortened period on a school assembly day, or even as a reward to the class for good work.

OBJECTIVES

To learn to play as a cooperating member of a team.
To develop such skills as running, jumping, dodging, skipping, and hopping.
To have fun and enjoyment in playing vigorous games.
To apply skills learned in sports and athletics.

TEACHING SUGGESTIONS

Keep the rules simple and easily understood by the class.
Some of the more strenuous mass games should be preceded by a warmup period.
Arrange the class in formation, then explain and demonstrate the playing of the game. Use a demonstration group.
Check for possible safety hazards such as the wearing of eyeglasses.
Divide the class into small groups so that all are active. Have several games going simultaneously in different parts of the gym.
Provide opportunities for student leaders to assist in directing the game.
Be ready for a new game when interest lags.
When elimination games are used, provide an alternate activity for those who are eliminated.
Try to plan the games to be played, using the same equipment throughout so as to save time.
Equipment and floor markings should be ready for use before the class gets on the floor.
If a game has many rules, teach only the simplest, let the class play, and then add rules during the course of play.
Demonstrate particular skills to be used.
Provide a "tapering-off" period before class dismissal.
When teams or lines are uneven, particularly in relays, one or more members of the smaller team may participate twice to even up the competition.
Keep a cumulative score of the points awarded to the winning team. This device will lend

interest to the game period.

Keep the same organization, if possible, throughout the semester, to avoid organization of teams, and loss of time.

Use an immovable turning point as a guide with sufficient room to turn.

When difficult body positions such as hopping, or crawling are used, make the distances short.

Have set starting and finishing cues. Such finishing cues as having the first boy in line raise both arms overhead, or having the entire team sit in line are useful devices.

SUGGESTED GAME ACTIVITIES

The games, relays, contests and combatives herein listed are but a few of the thousands of recorded games that are available. The resourceful teacher may modify games listed and he may also refer to the bibliography suggested for other games which he can use. Games and relays which are leadup games to specific sports have been omitted since these games are suggested under each sport unit.

CLASSIFICATION OF GAMES

1. Mass Games. (no equipment needed)
2. Mass Games. (special equipment needed)
3. Relays.
4. Combatives and Individual Contests.

1. **Suggested Mass Games** (No equipment needed)

Animal Tag
Broncho Tag
Capture The Flag
Catch And Pull
Catch The Caboose
Circle Tag
Clear The Fort
Crows And Cranes
Hindoo Tag
Hook On
Like Numbers Touch
Prisoner's Base
Pull Across
Quick Lineup
Spoke Tag
Streets And Alleys
Touch And Return
Treasure Island

2. **Suggested Mass Games** (Some equipment needed)

Black Bottom
Bombardment
Cage Ball
Dodge Ball with variations
Field Dodge Ball
Hit The Pin Ball
Indian Club Snatch
Kickball
Kick Over Ball
Longball
Mount Ball
Poison Pillow
Punchball
Push Ball
Rover Base
Sling Shot
Soak Out
Tunnel Ball

3. Relays

Cardboard
Caterpillar
Centipede
Chariot
Circle
Cowboy
Crossing The Brook
Dead Man
Drive The Pig
Jump The Stick
Kangaroo
Leapfrog
Line
Over And Under
Overhead
Packsaddle
Pilot
Rescue
Underleg
Wheelbarrow

4. Combatives

Arm-Shoulder Push
Break Away
Break Down
Chicken Fight
Forearm Wrestle
Grasshopper
Head Pullover
Hand Wrestle
Hobble Wrestle
Indian Leg Wrestle
Lunge And Hop Fight
Neck Pull
Stick Wrestle
Tug Of War

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DONNELLY, RICHARD J.; HELMS, WILLIAM G.; and MITCHELL, ELMER D. *Active Games and Contests.* New York: Ronald Press, 1958.

FORBUSH, WILLIAM B.; and ALLEN, HARRY R. *The Book of Games for Home, School, and Playground.* Philadelphia: Winston, 1954.

HARBIN, ELVIN O. *The Fun Encyclopedia.* Abingdon-Cokesbury, 1940.

HINDMAN, DARWIN A. *Handbook of Active Games.* Englewood Cliffs, New Jersey: Prentice-Hall, 1951.

MULAC, MARGARET E. *Playleader's Manual.* New York: Harper, 1941.

RIPLEY, SHERMAN. *The Book of Games.* New York: New York Association Press, 1952.

SMITH, CHARLES F. *Games and Game Leadership.* New York: Dodd, 1932.

WOOD, CLEMENT, and GODDARD, GLORIA. *The Complete Book of Games.* Boston: Halcyon House, 1940.

APPENDIX

A.—AUDIO-VISUAL AIDS

The films and filmstrips in this section have been approved by the Board of Education. The films are available from the Bureau of Audio-Visual Instruction Central Loan Collection or from local film centers. High school film centers are located in the following schools: Midwood High School, Bryant High School, Haaren High School, Westinghouse Vocational High School, and Jamaica Vocational High School. Recordings may be obtained from the approved recording list which has been omitted from this section. In the film list the slash line denotes the color print of the same film, e.g., 100.1/11 means that the black and white film is designated by the number 100.1 and the color film is designated by the number 100.11. Annotations and data, such as length of running time, etc. can be gotten from the approved film list.

FILMS

GYMNASTICS	ITEM NUMBER
Beginning Tumbling	49.6/61
Gymnastics	266.5
Headsprings in the Gym	273.1
Simple Stunts	548
INDIVIDUAL AND DUAL SPORTS	
Badminton Fundamentals	42.81/82
Beauty and the Blade	48.31
Beginning Tennis	49.5/51
Bowling Fundamentals	71
Headpin Hits	273
Techniques of Foil Fencing	591.2
Techniques of Tennis	591.3
Trampoline Fundamentals	609.86/861
PHYSICAL CONDITIONING	
Exercise and Health	205.71/72
Good Posture	260.02/03
Posture and Exercise	478
Weight Training	655.5
TEAM SPORTS	
Baseball Catching	44.1/11
Baseball, Catching In,	44.2
Baseball, Hitting In,	44.3
Baseball Pitching	44.35/36
Baseball, Throwing In,	44.4

TEAM SPORTS (Continued)	ITEM NUMBER (Continued)
Basketball, Ball Handling In,	45.1
Basketball, Defensive Footwork In,	45.2
Basketball, Fundamentals In,	45.21
Basketball, Shooting In,	45.3
Basketball For Boys: Fundamentals	45.33
Basketball For Boys: Team Play	45.34
Batting Fundamentals	46
Catching Fundamentals	109.2/21
Clark Shaughnessy "T" Formation	126.3
Fake And Drive	206.742
Football, Ball Handling In,	231.5
Football, Blocking	231.6
Football, Tackling In,	231.7
Fundamentals of Volleyball	243.3
Practice Makes Perfect	482.55
Relays	509.376
Softball Fundamentals	551.761
Volleyball For Boys	639

TRACK AND FIELD

Four Minute Fever	234.9
Fundamentals of Running	242.5
Fundamentals of Track and Field	243
High Jump	278.4
High Jump	278.5
Hurdles	301.5
Hurdling	301.6
Jump and Pole Vault	329
Man and the Mile	375
Middle Distances	394.5
Pole Vault	475.5
Pole Vault	476.5
Relays	509.376
Road Runners	516.3
Shot Put	544.5
Sprints, The	568.4
Dance, American Square	23.1
Let's Dance	347.4 and 347.41
Social Dancing	551.6 and 551.7

FILMSTRIPS

Apparatus Activities For Boys and Men Parallel Bars Rings Side Horse and Long Horse	24251 and/or 24251.1

FILMSTRIPS (Continued)	**ITEM NUMBER**
Horizontal Bars	
Side Horse Support Exercises	
Vaulting	
Archery	24250 and/or 24250.11
The sport	
Shooting	
Aiming	
The rules, simplified	
Badminton	24250.12 and/or 24250.13
The game	
The Forehand stroke	
The overhead stroke	
The service	
The backhand stroke	
The rules, simplified	
Baseball	24250.14
Base running	
Fielding	
Hitting	
Catching	
Game, The,	
Pitching Throwing	
The Pitcher	
The Batter, Part I.	
The Batter, Part II.	
Balks and the Runner, Part I.	
The Runner, Part II.	
The Umpire	
Basketball	24250.17 and/or 24250.18
The Game	
Passing	
Pivoting	
Ball Handling and Receiving	
Dribbling	
Shooting	
Individual Defense	
Bowling	24250.19 and/or 24250.20
The Game	
Delivery	
Aiming and Scoring	
Camping	24240.21
Building and Using a Campfire	
Camping Safety	

APPENDIX

B.—MODEL LESSON PLANS

TEAM SPORT

1. ACTIVITY – BASKETBALL

2. SPECIFIC AIM

   To teach the skills involved in making a layup shot using the right hand, from the right side of the basket.

3. OBJECTIVES

   a. Teacher's Objectives
      - To teach the skills involved in making a right hand layup shot from the right side of the basket
      - To apply the skills to the game situation
      - To create an interest in playing basketball for worthy leisure time use
      - To develop organic vigor and improved fitness through vigorous application of the skills in squad practice
      - To provide opportunities for leadership and followership

   b. Pupil's Objectives
      - To learn how to make the right hand layup shot with good form and skill
      - To learn how to apply the skills learned to game situations
      - To enjoy the playing of the game through heightened skills
      - To develop improved fitness and organic vigor
      - To develop intelligent spectatorship and enjoyment in watching school and outside games

4. ORGANIZATION OF FREE (Optional) ACTIVITY

   a. Approximate Time – 7 Minutes

   b. Practice and review of previously learned skills
      (See suggested floor plan for basketball Appendix A.)

   c. Introduce new skills to be learned in informal practice.

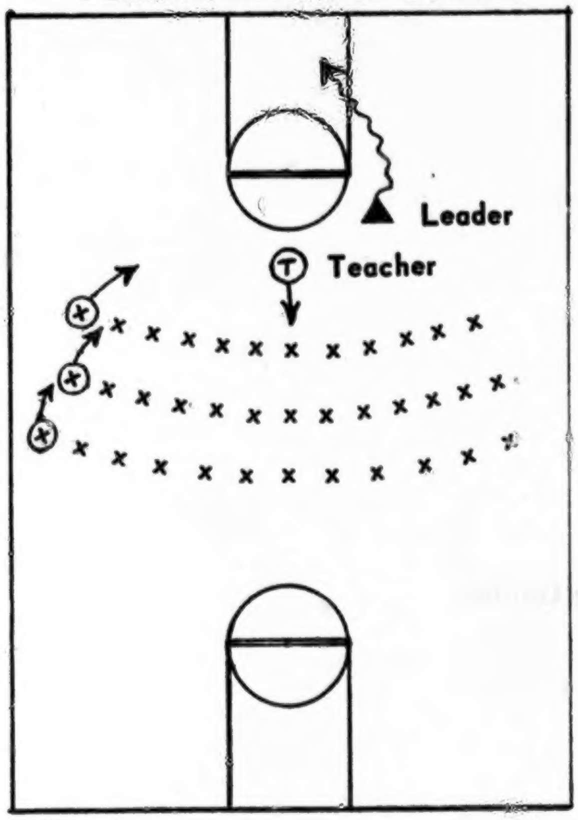
5. ROUTINE CLASS PROCEDURES

   a. Approximate Time – 3 Minutes

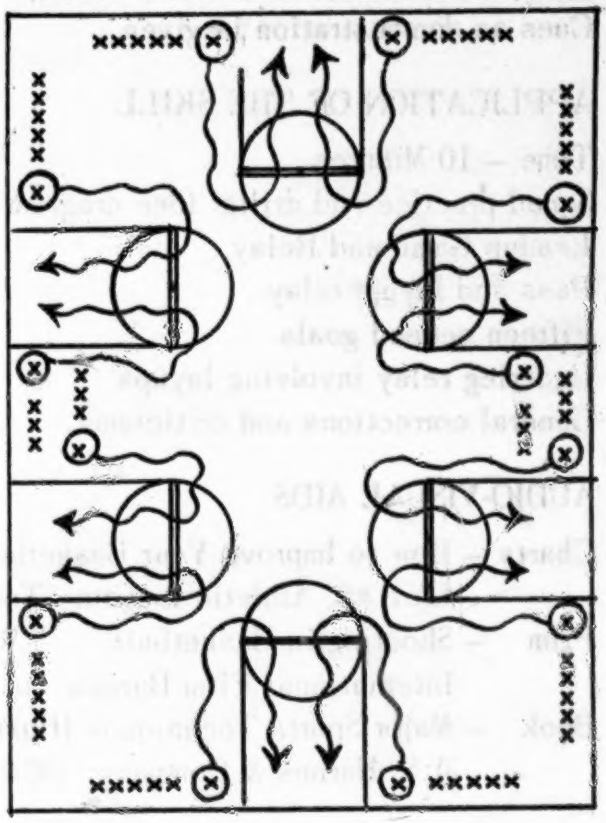
   b. Attendance Check

   c. Preparedness Check

   d. Announcements



DEMONSTRATION OF LAYUP



FORMATION FOR SQUAD PRACTICE

6. WARMUP DRILLS AND EXERCISES

Conditioning and Fitness Drills – Time 3 Minutes
Wing Stretcher
Pushups
Squat Thrust
Running in Place
Exercises Related to Basketball Skill – Time 3 Minutes
Jump and Reach
Kangaroo Hop
Blast Off
Jump and Clap (While feet are off the floor)

7. ORGANIZATION OF THE CLASS

Hollow Square Organization For Practice of Skills
Semi-Circle (Fireside Chat) For Introduction and Demonstration See Diagram below.
Facilities and Equipment
Six Baskets
Twelve basketballs
Whistle

8. LESSON DEVELOPMENT

Time – 10 Minutes
Motivation – basic skill used for scoring opportunities
Aim clearly stated at the beginning of the lesson
Analysis, description and demonstration of the layup
Relation to playing of the game

Student demonstration (skilled leaders) with corrective criticisms
Cues as demonstration is given

9. APPLICATION OF THE SKILL

Time – 10 Minutes
Squad practice and drills. (See diagram above.)
Leadup Game and Relay
Pass and layup, relay
Fifteen second goals
Underleg relay involving layups
General corrections and criticisms

10. AUDIO-VISUAL AIDS

Charts	– How to Improve Your Basketball Unit #6. Athletic Institute Teaching Guides
Film	– Shooting in Basketball International Film Bureau
Book	– Major Sports Techniques Illustrated A.S. Barnes & Company; 1954

11. RE-ASSEMBLY: SUMMARY

Time – 2 Minutes
Class floor formation
Summary questions:
(Student demonstration with suggestion for improvement)
What foot is used as the takeoff foot?
What hand is used to push the ball towards the basket?
When do we use the layup in a game?
What common errors did you make that need more practice?

12. EVALUATION

Teacher's observation of skill
P.S.A.L. Test – Fifteen Second Goals
Continued skill practice needed as based upon observation in games and tournaments

13. DISMISSAL: DRESSING

Time – 3 Minutes
Controlled dismissal

INDIVIDUAL SPORT

1. ACTIVITY – TENNIS

2. SPECIFIC AIM
To teach the skills involved in the forehand drive

3. OBJECTIVES

a. Teacher's Objectives

To teach skills in the forehand drive
To show how the skill is used in the playing of the game
To create an interest in playing tennis through improved skills
To develop organic vigor and fitness through vigorous practice of the skill
To inculcate safety habits and attitudes

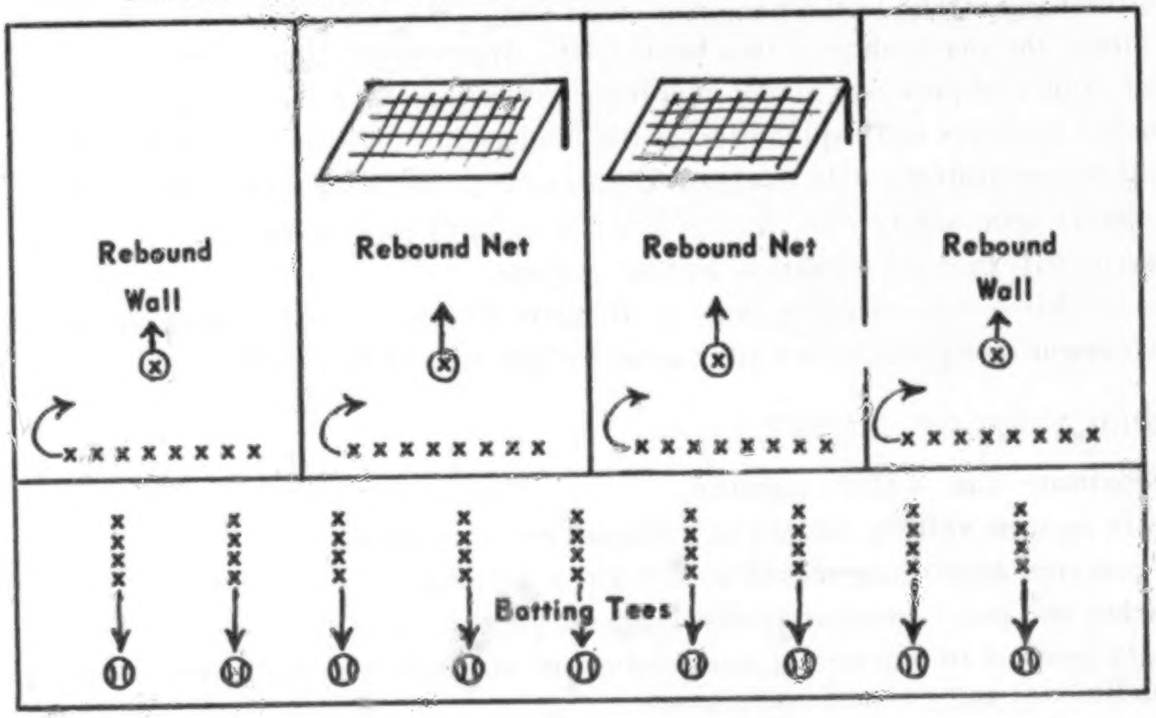
b. Pupil's Objectives

To learn how to perform the basic skill of the forehand drive
To apply the skill in playing the game
To develop intelligent spectatorship
To improve organic vigor and fitness

4. ORGANIZATION OF FREE ACTIVITY

Approximate time – 7 minutes
Provide opportunity to practice previously taught skills.
Keep It Up drill
Ball Bouncing drill
Introduce forehand drive informally. Use rebound wall and net.
Divide the gymnasium into five practice areas.
See diagram below.

ORGANIZATION FOR DEMONSTRATION AND SQUAD PRACTICE



5. ROUTINE PROCEDURES

Approximate time – 3 minutes
Attendance, preparedness check
Announcements

6. WARMUP DRILLS AND EXERCISES

Approximate time – 3 minutes
Mimetic
Step and swing forward with the arms
Body twisting
Lunging with a transfer of the weight
Pushups for arm builders
Spread jumping (jumping jack) series

7. ORGANIZATION OF THE CLASS

Class seated in semi-circle formation for introduction and demonstration of the skill
Mass formation for warmup drills and exercises
Class is organized into five (5) sections for drill practice
See diagram under "Free Activity"
Facilities and equipment
16 Tennis tees
2 Rebound nets
1 Rebound wall
24 Raquets
24 Tennis balls

8. LESSON DEVELOPMENT

Motivation
The forehand stroke is the basis for about 2/3 of the strokes used in playing the game. Stress the importance of this basic skill. Approximate time – 10 minutes.
Brief review of previous lesson involving the grip and the basic stance.
Teacher analysis and explanation of the fundamentals of the forehand stroke.
Pupil demonstrations with evaluative suggestions by the teacher and class.
Emphasis upon safety when swinging a raquet in close quarters.
Mimetic drill in mass formation without raquets.
Mimetic drill while swinging raquets. Raquets may be passed to next boy in the file.
Assignment of squads to practice areas for practice of the skill.

9. APPLICATION OF THE SKILL

Approximate time – 10-12 minutes.
Pupils perform skill by counts at assigned practice areas.
See practice areas diagrammed under "Free Activity".
Teacher and pupil demonstrations using the rebound wall.
Pupils proceed to practice at assigned areas while the teacher moves around giving individual and common corrections.
Each pupil gets five trials and then moves to the rear of his line.
The next pupil to practice serves as the ball retriever.

10. AUDIO-VISUAL AIDS

Film
Techniques of Tennis – List No. 591.3

6

11. REASSEMBLY; SUMMARY

Selected pupils give demonstrations of the skills learned.

Summarizing questions:

How can you improve your own performance?

How can the demonstrators improve their performance?

What are the basic fundamental movements of the forehand drive?

Encourage further skill practice after school. Indicate the location of outside facilities for skill practice and for playing the game.

12. EVALUATION

Wall bounce test.

Teacher observation of class progress. Note further skill practice needed.

13. DISMISSAL; DRESSING

Approximate time – 4 minutes

Orderly, controlled dismissal by squads

TRACK AND FIELD

1. ACTIVITY – HIGH JUMP

2. SPECIFIC AIM

To teach the skills involved in performing the straddle or barrel roll in high jump

3. OBJECTIVES

a. Teacher's Objectives

To teach the new skill based upon previously learned skills in performing the Western Roll.

To develop organic vigor and fitness through vigorous drill and practice of the skills.

To provide opportunities for the practice of leadership and followership experiences

b. Pupil's Objectives

To learn basic techniques in performing the high jump

To improve performance in the high jump

To develop organic vigor and improved fitness

4. ORGANIZATION OF THE FREE ACTIVITY PERIOD

Approximate time – 7 minutes

Reserve a special area for practice of high jump under close teacher and leader supervision.

Pupils should be directed to practice the skills.

New skills may be demonstrated by the leader at the activity, with the bar set at about three feet.

Check all safety factors such as jumping across the grain of the floor, mats with two to three thicknesses.

5. ROUTINE CLASS PROCEDURES

Approximate time – 3 minutes

Attendance and preparedness check

Announcements and assignments

6. WARMUP DRILLS AND EXERCISES

Approximate time – 6 minutes

Specific exercises for the skill

- Knee bending
- Trunk bending, touching the toes
- Straddle jumping, touching arms overhead
- Alternate leg kicking, gradually increasing the height of the kick
- Pop ups
- Mass jumping in sequence

7. ORGANIZATION OF THE CLASS

Facilities and equipment

Six sets of high jump standards

Six sets of double thickness mats

Pressure sensitive tape

Mass or floor formation for teaching warmup exercises.

This formation can also be used for demonstrations.

Teaching and squad practice formation.

(See diagram below)

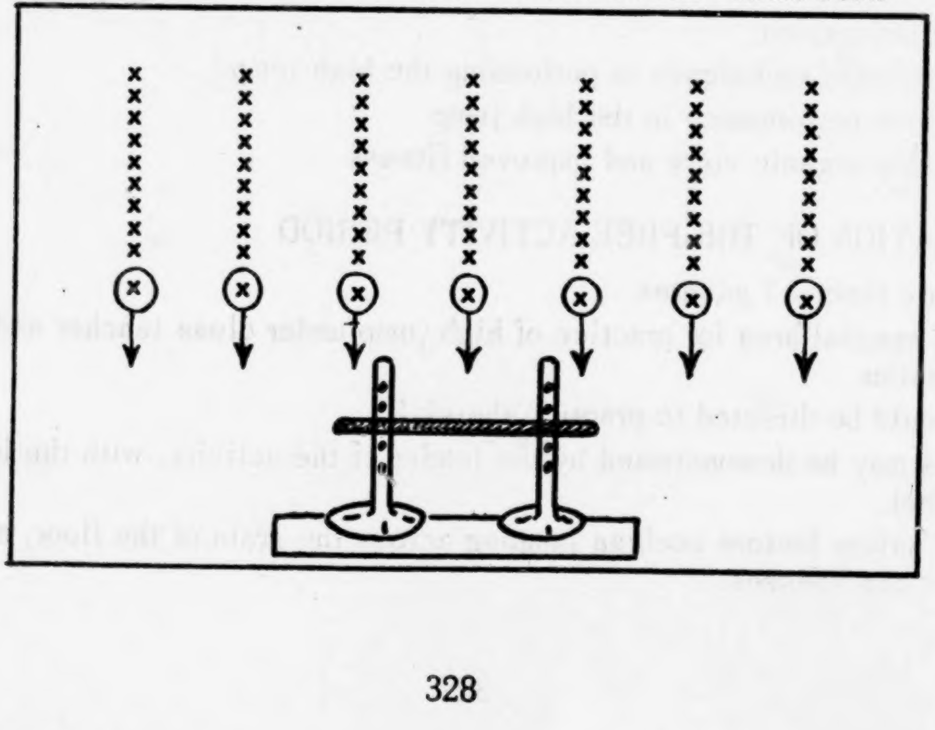
8. LESSON DEVELOPMENT

Approximate time – 10 minutes

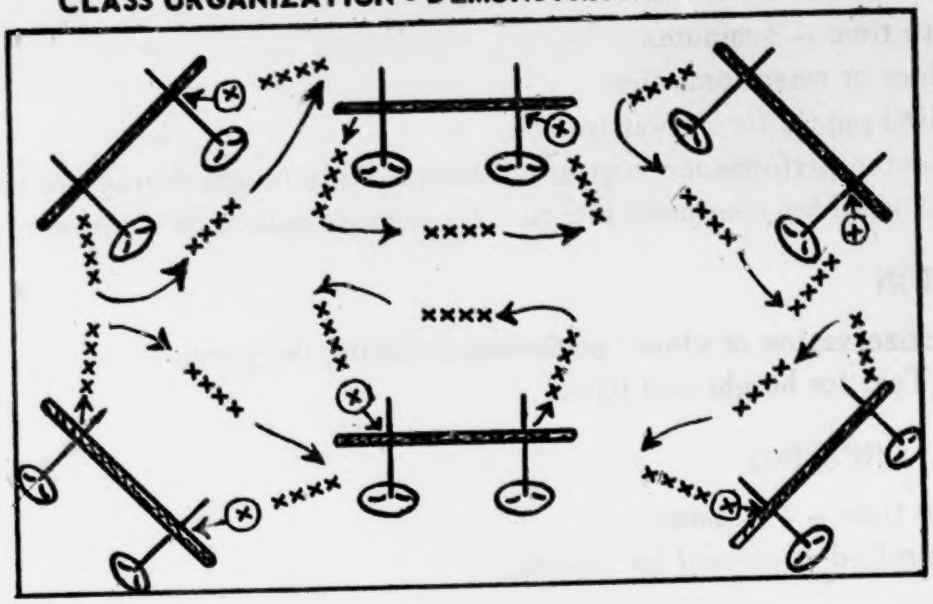
Motivation

Desire for improved skill in preparation for an intra-squad class track meet.

CLASS ORGANIZATION - SQUAD PRACTICE - HIGH JUMP



CLASS ORGANIZATION - DEMONSTRATION - HIGH JUMP



Review basic techniques in performing the Western Roll.

Explanation, description, and analysis of the straddle roll.

Demonstration by skilled leaders of the techniques with evaluative comments by the teacher and pupils.

Emphasize the three-step approach, later increasing the steps to seven.

Suggested cues:

- Turn the body as in vaulting over a fence.
- Spring straight up and delay the layout until at the top of the spring.
- Stretch the last stride to allow the leg to swing straight up.
- Get a backward lean as the leg kicks up.
- Pound the floor with the last two strides to get full muscle contraction of the legs.
- Roll from heel to the toe to keep the foot in contact with the floor as long as possible to gain added power.

9. APPLICATION OF THE SKILL

Approximate time – 10-12 minutes

Jump for form at low heights.

Leaders are to be assigned at all jumping areas. Check mat safety height and placement of the cross-bars as directed by the teacher.

Teacher gives individual and common correction of errors.

See diagram for squad assignments and practice.

Assign squads in accordance with their abilities. Set the bar at different heights for different abilities.

Leadup Relay

Add the height jumped by each member of a squad for total team performance.

10. AUDIO-VISUAL AIDS

Action pictures and diagrams in the Athletic Journal and Scholastic Coach Magazines.

Films:

The High Jump	List Numbers 278.4 and 278.5
Fundamentals of Track and Field	List Number 243

11. REASSEMBLY; SUMMARY

Approximate time – 3 minutes
Class in floor or mass formation
Select skilled pupils for demonstration.
Class evaluates performance stressing fundamentals taught during the lesson.
Indicate the need for continued practice for improvement in performance.

12. EVALUATION

Teacher's observation of class' performance during the period.
High Jump Test for height and form.

13. DISMISSAL; DRESSING

Approximate time – 4 minutes
Orderly controlled dismissal by squads

GYMNASTICS

1. ACTIVITY – GYMNASTICS

Parallel Bars (Rear scissors)
Side Horse (Rear scissors)
Horizontal Bar (Monkey Hang)
Rope (Monkey Hang)
Tumbling (Forward and Backward Rolls)

2. SPECIFIC AIM

To teach required stunts on gymnastic apparatus and in tumbling

3. OBJECTIVES

a. Teacher's Objectives

To teach basic skills on the gymnastic apparatus and in tumbling
To develop organic vigor and fitness through the application and practice of these skills
To develop such attributes as courage and perseverance
To provide opportunities for followership and leadership situations

b. Pupil's Objectives

To be able to perform required gymnastic and tumbling stunts with good form and coordination
To develop organic vigor and fitness
To overcome such fears as working at a height
To gain status through the ability to perform

4. ORGANIZATION OF THE FREE ACTIVITY PERIOD

Approximate time – 7 minutes
Provide areas where pupils can review and practice previous skills. Areas should be organized for beginners, intermediate, and advanced pupils
Provide trained leaders who can demonstrate and assist in teaching

The aim of the lesson should be stated at this time. It should be followed by provision for informal practice of stunts to be learned.

5. ROUTINE CLASS PROCEDURES

Approximate time – 3 minutes
Attendance and preparedness check
Announcements
Class and squad assignments for the day

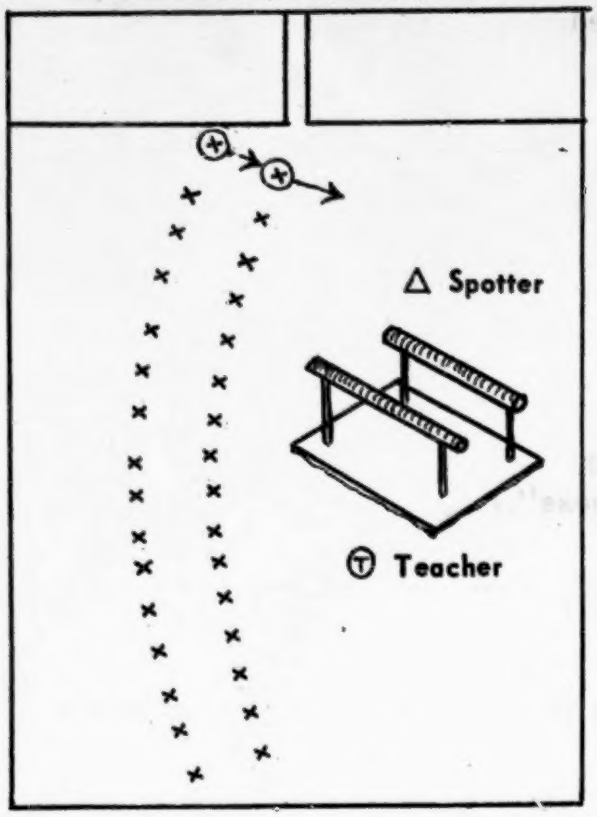
6. WARMUP DRILLS AND EXERCISES

Approximate time – 6 minutes
General exercises for fitness and conditioning
(See unit on "Conditioning and Physical Fitness".)
Pushups
Squat Thrust
Leg Lift
Cross Toe Touch
Spread Eagle Jumping (Jumping Jack)
Specific exercises preparatory for skills
Back Lift
Frog Stand
Reverse Scissors (from sitting and lying positions)
Balance Squat

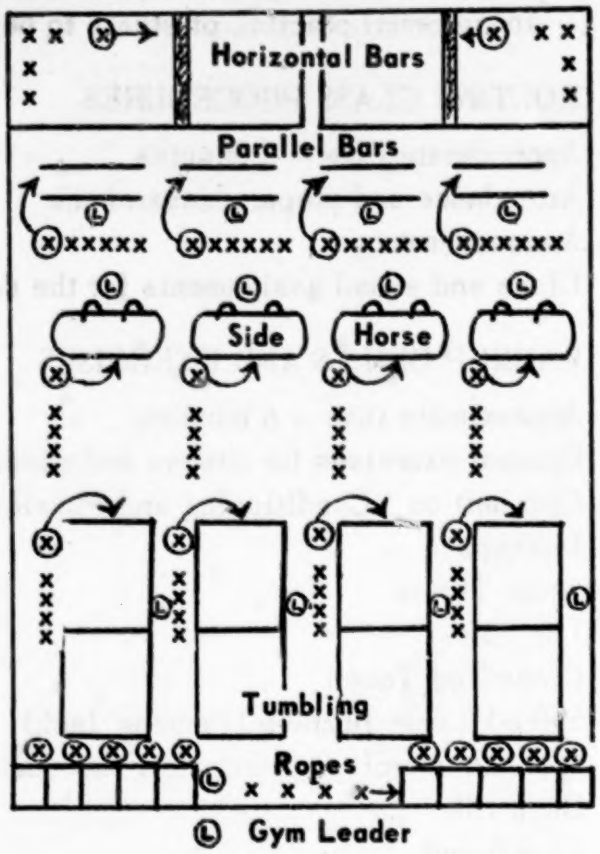
7. ORGANIZATION OF THE CLASS

Facilities and equipment
Horizontal bars (4)
Parallel bars (4)
Side Horses (4)
Tumbling Mats – Sets of two four by six foot mats (4)
Climbing ropes (4)
Floor formation for warmup exercises and basic skills.
Demonstration formation for teaching new stunts.
(See diagram below.)
Squad practice formation with provision for squad rotation (See diagram on next page.)

FORMATION FOR DEMONSTRATION



FORMATION FOR SQUAD PRACTICE



8. LESSON DEVELOPMENT

Approximate time – 10 minutes

Motivation

The basic skills which are presented are a requisite for the development of a continuous series which will be required for a grade test.

Description, analysis, and demonstration of basic skills to be learned.

(See diagram of class organization.)

Skilled leaders give demonstrations with corrective analysis of performance by the teacher.

Detailed safety precautions presented by the teacher.

Position for spotting demonstrated by the teacher.

(See Safety Precautions under the Unit on Gymnastics.)

Assignment of squads to areas with a plan for rotation.

9. APPLICATION OF THE SKILLS

Approximate time – 10-12 minutes.

Pupils warmup and review previous stunts learned.

Teacher moves around making individual and general corrections.

At the end of four minutes squads change to next activity.

(See diagram)

Suggested cues for improved performance:

Legs must clear the parallel bars before crossing in attempting the rear scissors.

In all apparatus stunts, stress holding onto the bar until the final completion of the stunt.

The head should be tucked in close to the chest in attempting forward and backward rolls.

In performing the scissors on the side horse, emphasize that the legs must be clear of the croup before executing the cross legs.

Stress perfect form in performance.

10. AUDIO-VISUAL AIDS

a. Films

Beginning Tumbling – List Number:	49.6/61
Gymnastics	266.5
Simple Stunts	548

b. Film strips

Apparatus Activities For Boys And Men – List Number: 24251 and/24251.1

11. REASSEMBLY; SUMMARY

Approximate time – 3 minutes
Class returns to floor formation.
Selected skilled pupils give demonstrations of skills taught.
Teacher evaluates performance with class suggestions for improved performance.
The need for continued practice is indicated.

12. EVALUATION

Teacher makes notes for correction and improvement of performance.
Skill test of exercises performed in a series.

13. DISMISSAL; DRESSING

Approximate time – 4 minutes
Orderly, controlled dismissal by squads

DANCE AND RHYTHMICS

1. ACTIVITY – SOCIAL DANCE

2. SPECIFIC AIM

To teach the Box Step (Westchester Series) and the "Magic Step" in the Fox Trot as basic steps in social dancing

3. OBJECTIVES

a. Teacher's Objectives

To teach the fundamentals of basic dance steps
To create an interest in dance with carry-over values
To encourage poise in normal social relationships

b. Pupil's Objectives

To learn basic dance steps
To develop poise, grace and rhythm in order to be able to dance acceptably in coeducational social situations

4. ORGANIZATION OF FREE (OPTIONAL ACTIVITY)

Approximate time – 5 minutes

(Pupils dress in sneakers to preserve gym floor finish)

Opportunity to practice previously taught skills such as the dance walk

Waltz record played while pupils informally select partners and practice steps under teacher supervision.

Informal correction of form and position in closed position.

Half of boys's class is assigned to girls' gymnasium, while half of the girls' class is assigned to the boys gymnasium.

Male and female teachers assist in informal instruction.

5. ROUTINE PROCEDURES

Approximate time – 3 minutes

Attendance check

Announcements

6. ORGANIZATION OF THE CLASS

During Free Activity period, pupils select their own partners for practice steps.

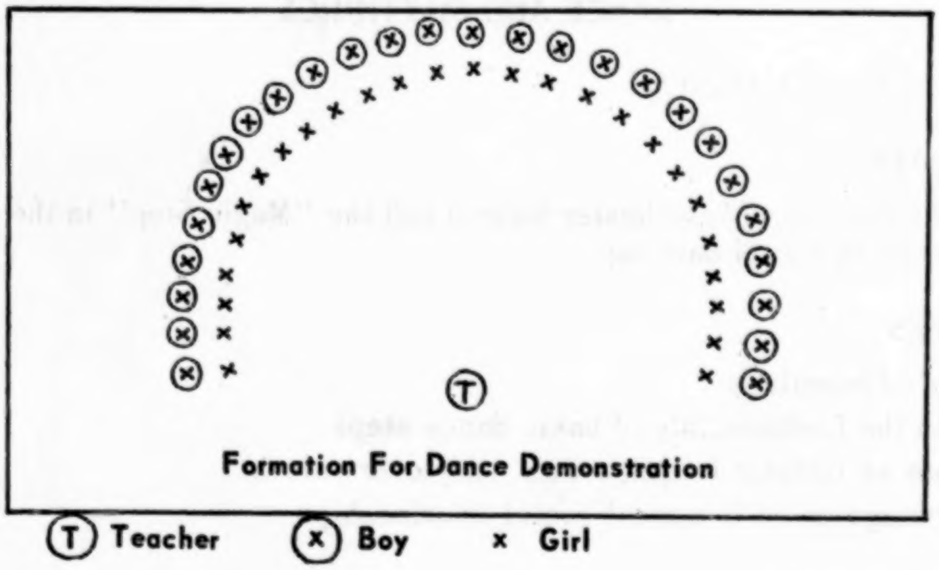
Assign leaders to take care of record player and record with a pre-arranged order of musical selections.

During the demonstration and instruction phase, pupils are grouped in a three-quarter circle around the periphery of the basketball court. (See diagram below.)

For the practice phase, pupils space themselves in a large circle, with the boys on the inside of the circle, around the basketball court.

Materials:

- Caliphone or other record player
- Records listed in order of their use
- Large portable blackboard with foot diagrams posted



Formation For Dance Demonstration

7. LESSON DEVELOPMENT

Approximate time – 15 minutes

Motivation

Preparation for senior prom or other school dances which come later in the semester

Review previous lesson involving the closed position and the dance walk.

Demonstration, explanation, and analysis of the magic step

Pupils practice the sequence of steps by the numbers under the supervision of the teachers. Pupils move in a large circle clockwise.

Class practices without music.

Teacher selects more skilled pupils for demonstration with music.

Class practices step. Individual and common corrections are made.

Teacher utilizes more advanced girls as assistant leaders to help in corrections.

Explanation, analysis and demonstration of box step

Pupils practice without music, and then to music after another pupil demonstration is given.

Teacher demonstrates combinations using both steps taught.

8. APPLICATION OF THE SKILL

Approximate time – 12 minutes

Class practices skills using combinations of steps which were taught.

Pupils then select their own partners and dance, using combinations at their own pace.

Teachers make individual and common corrections.

Have pupils change partners frequently.

9. AUDIO-VISUAL AIDS

Blackboard containing foot diagrams.

Films

Let's Dance – 347.4 and 347.41

Social Dancing – 551.6 and 551.7

10. RE-ASSEMBLY; SUMMARY

Approximate time – 3 minutes

Teachers selects pupils for demonstration.

Corrective suggestions for improved performance.

Review of basic steps analyzed as demonstration is given.

11. EVALUATION

Teacher's observation of skills as performed during the practice period, noting improvements needed.

12. DISMISSAL; DRESSING

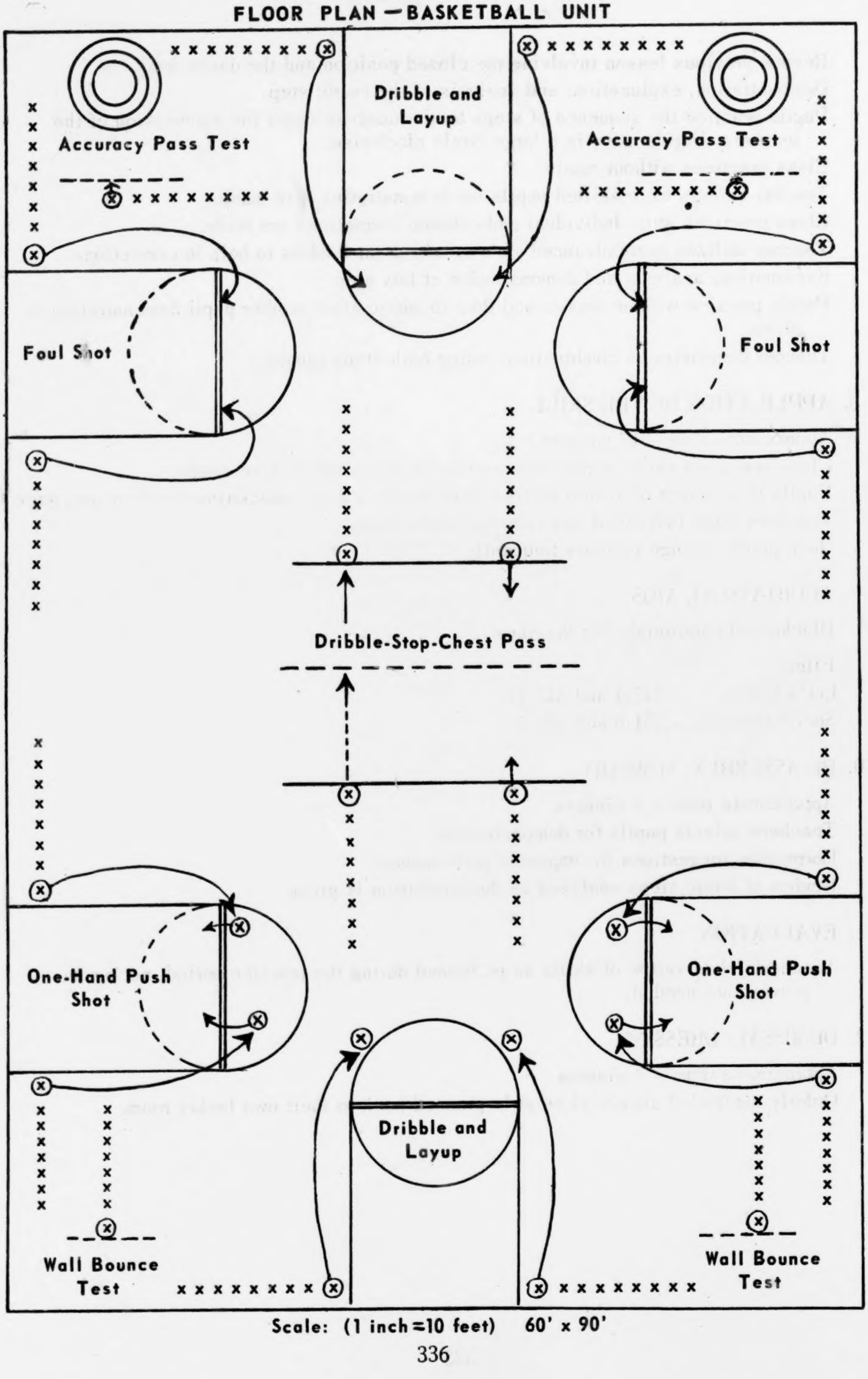
Approximate time – 3 minutes

Orderly controlled dismissal as girls proceed back to their own locker room.

APPENDIX

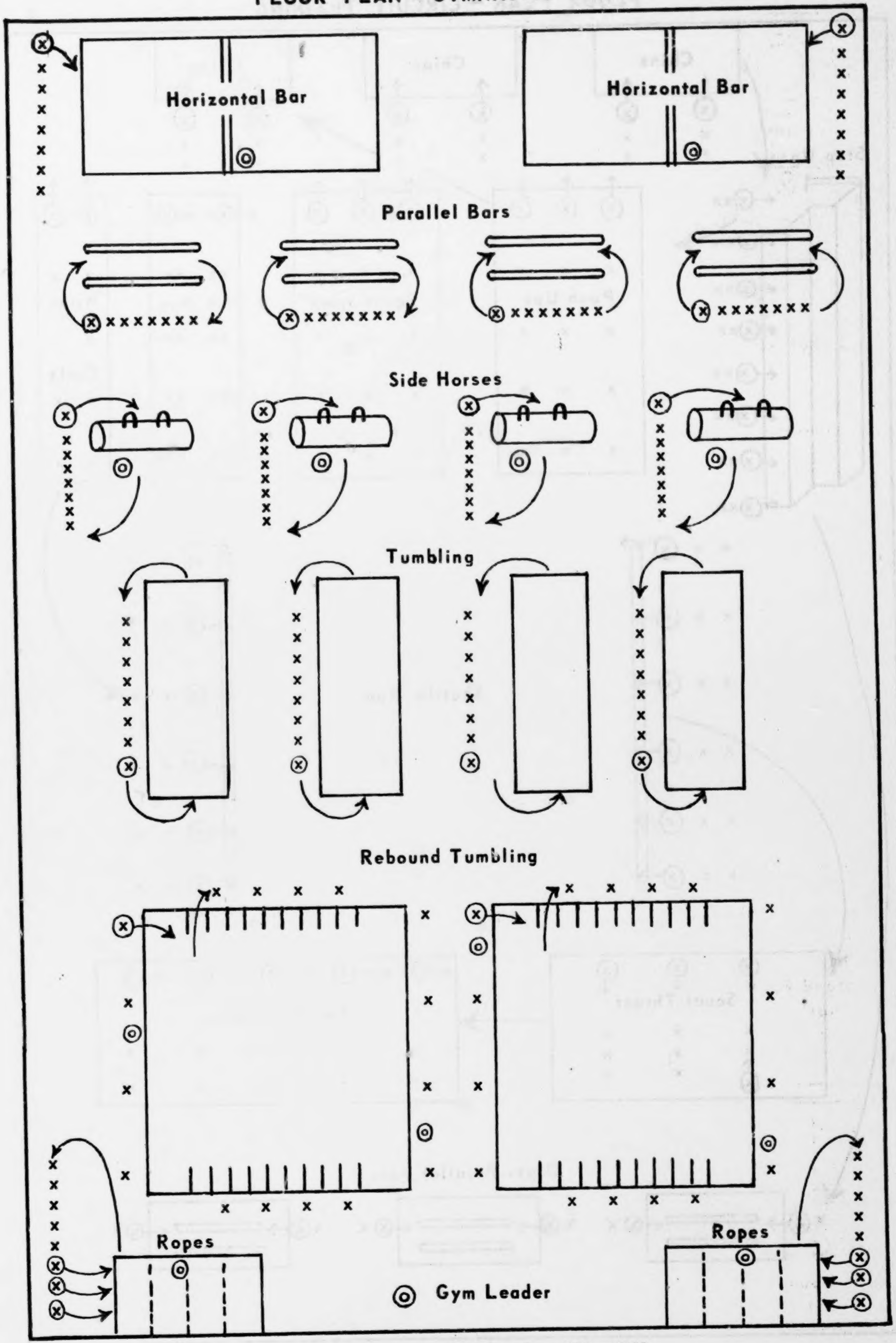
C.—SUGGESTED FLOOR PLANS

FLOOR PLAN—BASKETBALL UNIT


Accuracy Pass Test
Dribble and Layup
Accuracy Pass Test
Foul Shot
Foul Shot
Dribble-Stop-Chest Pass
One-Hand Push Shot
One-Hand Push Shot
Dribble and Layup
Wall Bounce Test
Wall Bounce Test

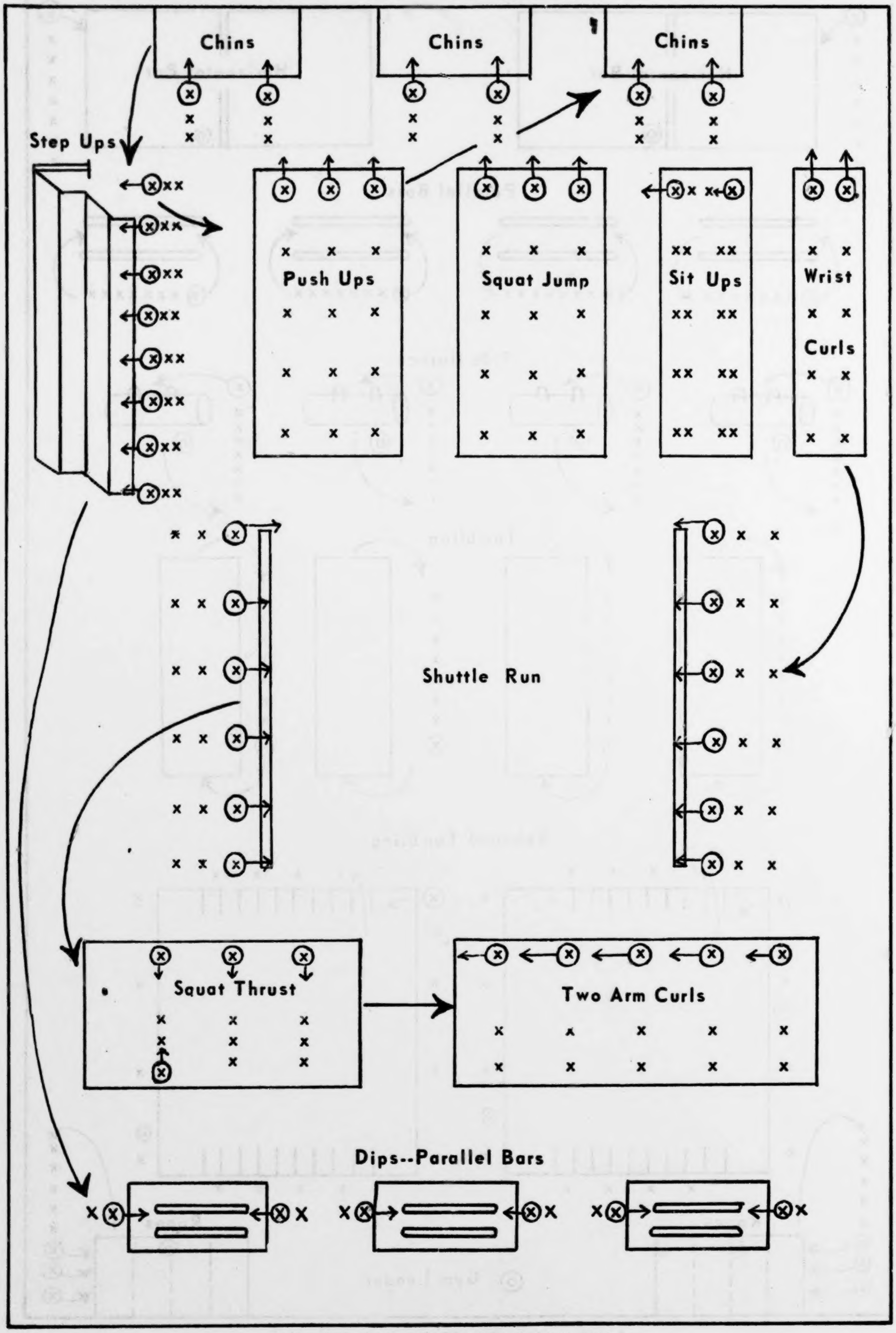
Scale: (1 inch=10 feet) 60′ x 90′

FLOOR PLAN—GYMNASTIC UNIT


Horizontal Bar
Horizontal Bar
Parallel Bars
Side Horses
Tumbling
Rebound Tumbling
Ropes
Ropes
◎ Gym Leader

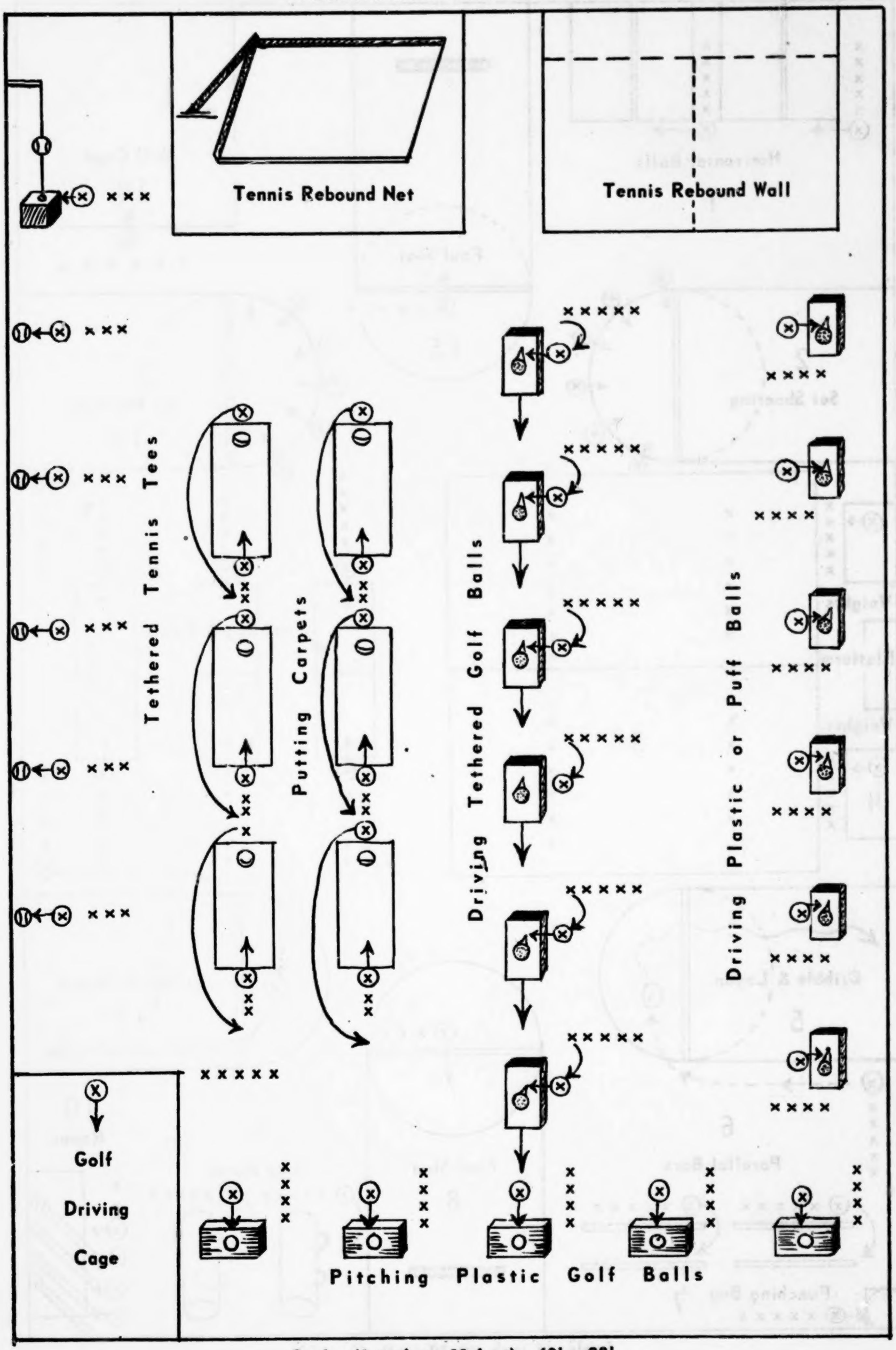
Scale: (1 inch = 10 feet) 60' x 90'

FLOOR PLAN—CIRCUIT TRAINING


Chins
Chins
Chins
Step Ups
Push Ups
Squat Jump
Sit Ups
Wrist
Curls
Shuttle Run
Squat Thrust
Two Arm Curls
Dips--Parallel Bars

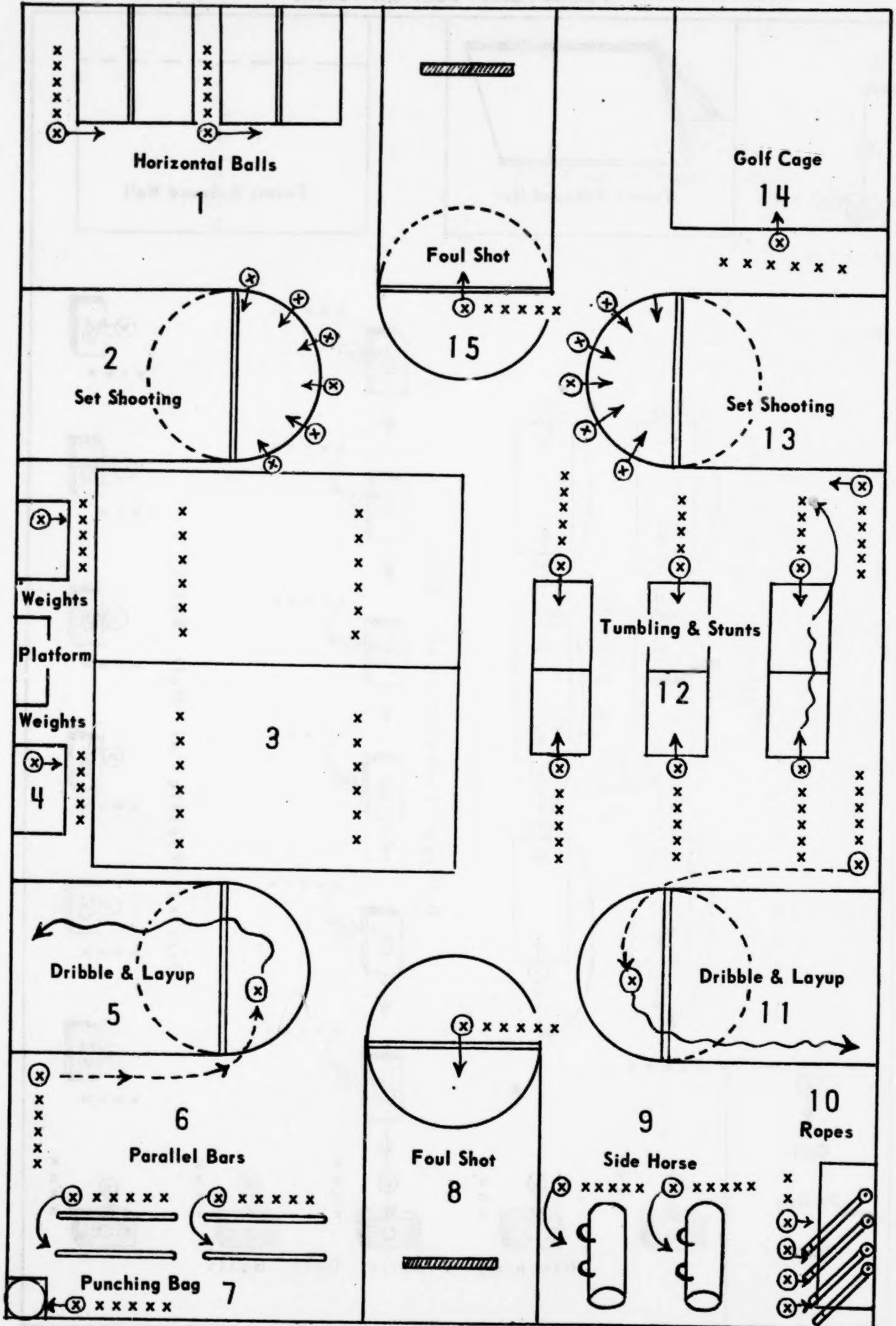
Scale: (1 inch 10 feet) 60'x90'

FLOOR PLAN - GOLF and TENNIS


Tennis Rebound Net
Tennis Rebound Wall
Tethered Tennis Tees
Putting Carpets
Driving Tethered Golf Balls
Driving Plastic or Puff Balls
Golf Driving Cage
Pitching Plastic Golf Balls

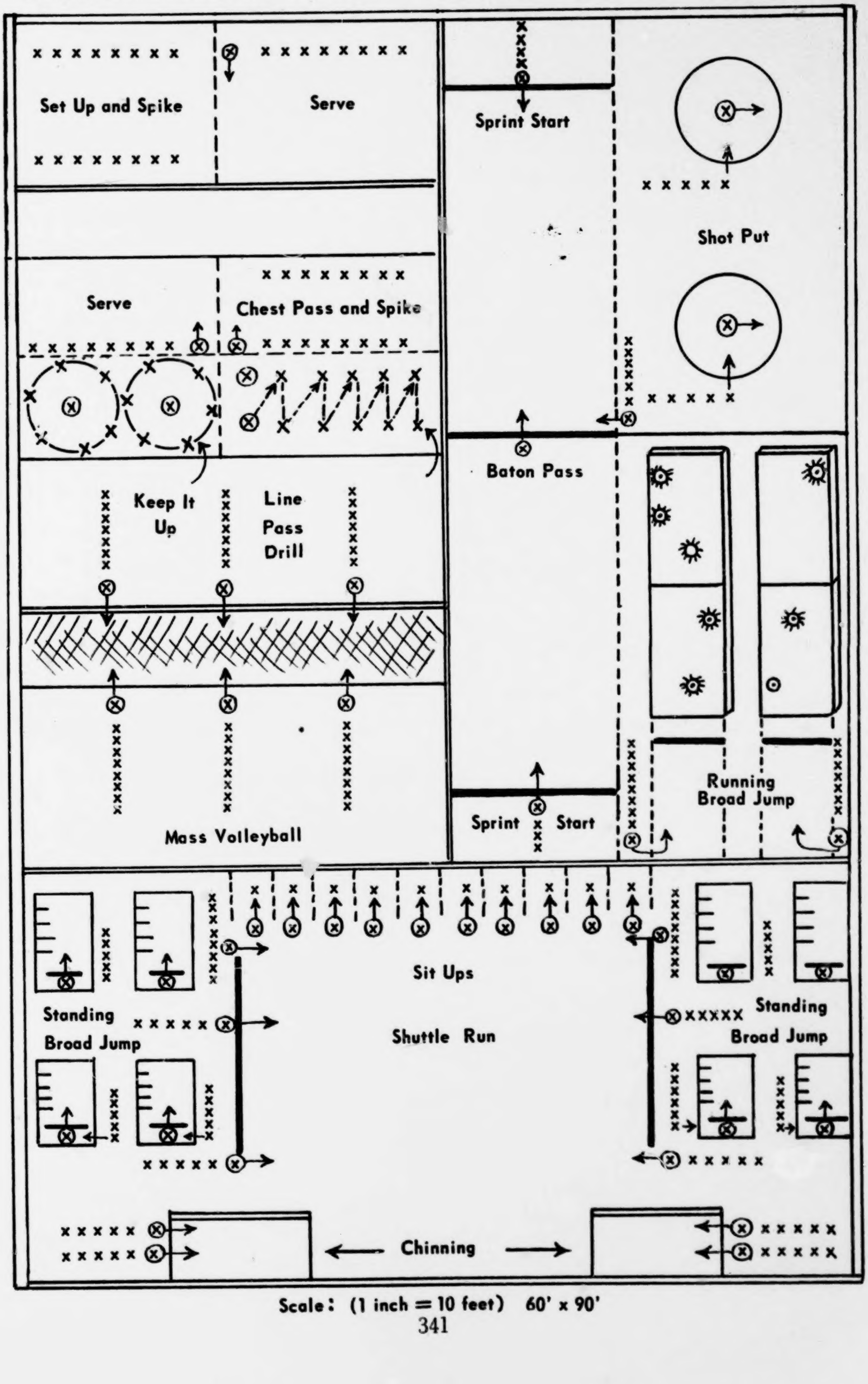
Scale: (1 inch = 10 feet) 60' x 90'

FLOOR PLAN AND ORGANIZATION FOR: SQUAD ROTATION SYSTEM


Horizontal Balls
1
Foul Shot
15
Golf Cage
14
2
Set Shooting
Set Shooting
13
Weights
Platform
Weights
4
3
Tumbling & Stunts
12
Dribble & Layup
5
Dribble & Layup
11
6
Parallel Bars
Foul Shot
8
9
Side Horse
10
Ropes
Punching Bag
7

Scale: (1 inch = 10 feet) 60' x 90'

FLOOR PLAN: 3 PLATOONS – SPRING TERM – VOLLEYBALL – TRACK and FIELD – FITNESS


Set Up and Spike
Serve
Sprint Start
Shot Put
Serve
Chest Pass and Spike
Baton Pass
Keep It Up
Line Pass Drill
Running Broad Jump
Mass Volleyball
Sprint Start
Sit Ups
Standing Broad Jump
Shuttle Run
Standing Broad Jump
Chinning

Scale: (1 inch = 10 feet) 60' x 90'